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ABSTRACT

This report consists of summaries of papers given at the conference at the University of Hull on "Post 'A'-Level German Teaching" in England and includes summaries of the discussion which followed. Topics and papers included are (1) the present position of German in schools, colleges of education, polytechnics and colleges of further education, and universities; (2) trends in the evolution of German language studies in British universities; (3) research in progress at Birmingham, Hull/Sheffield, North East London Polytechnic, Nottingham, Thurrock Technical College, and York; (4) methcdological variations; (5) translation in advanced language courses; (6) literature in advanced language courses; (7) remedial German; (8) the proposed combined BSc German/Engineering at Bath; (9) the language laboratory; (10) the year abroad; (11) "Das Deutsche Sprachdiplom und das Grosse Deutsche Sprachdiplom;" (12) special language schools in the USSR; (13) a German summer school in the USA; (14) the Materials Bulletin; (15) recent trends in linguistics; and (16) a report on research from the Center for Information on Language Teaching. (FL)

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CONFERENCE ON POST 'A'-LEVEL GERMAN LANGUAGE TEACHING

REPORT OF PROCEEDINGS

13th - 15th September 1971

University of Hull

FL 003 729

People active in the sphere of Post A-level French Language Teaching welcomed the availability of a Report of the Proceedings of a Conference on that subject held at Hull in September 1970. It was therefore decided that a similar report should be prepared on the parallel German Conference held in Hull in September 1971.

This Report consists of summaries of papers given at the Conference and the discussions that followed; these summaries are based in the main on précis sent in by the speakers themselves and/or transcripts prepared during the proceedings. Any requests for fuller details will gladly be passed on to the speakers concerned.

The Report naturally aims to reflect accurately the Conference proceedings; apologies are made for any omissions or misrepresentations.

Thanks are due to:

(i) The Vice Chancellor of the University, Sir Brynmor Jones, for entertaining Conference members to dinner and above all for his personal efforts to secure appropriate coordinating machinery and funding for research projects concerned with advanced modern language teaching;

(ii) Mr J Galleymore, Dr F G Healey, Mr J L M Trim and Professor L H C Thomas for their help in organising the Conference;

(iii) Dr A D Best, Miss J Hunter, Mr R W Last, Dr F C Stork and Mr D Turner for their help with the organisation and above all for the preparation of transcripts of talks and discussions;

(iv) The Registrar's Office of the University of Hull, Mrs J Naylor and her staff in particular, for their important part in the actual production of the Report.

D C Attwood
Hull

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CONFERENCE ON POST 'A'-LEVEL GERMAN LANGUAGE TEACHING

UNIVERSITY OF HULL

13th - 15th September, 1971

INTRODUCTION

Conference members were welcomed to Hull by Professor L H C Thomas, Head of the Department of German:

The main object of this conference is to give those concerned with teaching German the opportunity of hearing at first hand about current research and attitudes in the field, of asking questions and of offering critical advice. An attempt has therefore been made to bring together representatives of all types of higher education establishments where German is taught and to offer for discussion not only reports on research projects which have been funded or require funding but also reports on a wide range of work in progress. For the sake of completeness, the conference even goes beyond its title by covering some aspects of Pre-A-level teaching.

Mr J Galleymore has kindly advised us in the light of his experience of similar conferences and helped draw up the list of those to be invited. As many of you will know, he was Research Adviser to the Committee for Research and Development in Modern Languages, unfortunately disbanded at about this time last year. With the demise of the Committee it is not clear how future projects in the field are to be funded, and last year's conference on Post A-level French Language Teaching consequently passed a resolution with one vote against and no abstentions that 'the conference notes with dismay the decision to discontinue the work of the CRDML on the expiry of its present term and expresses the gravest concern at the lack of provision of earmarked funds for new projects within the Committee's range of activity. It stresses the valuable work done by the Committee in advising the Department of Education and Science on developments in the field of modern languages and their teaching and on the distribution of funds for research; it underlines the encouraging results already achieved and draws attention to the urgent need for further designated funds and coordinating machinery, without which serious loss will result to modern language teaching in this country.'

It may well be that this conference may wish to frame a similar motion. In any case, it would seem particularly important that gatherings like this one be held regularly for purposes of coordination and fruitful discussion,

particularly since the dissolution of the CILTL. The last conference on Post A-level German teaching was held at Cambridge in March 1967, four and a half years ago; clearly there have been important developments since then and at the same time some of the points discussed at that useful conference will be taken up again here.

1. The Present Position of German -

(a) In the schools (A. Peck)

Threats to the position of German in the schools arise from:

(i) Primary French (though this in itself would not constitute a serious threat).

(ii) The necessity of having a common curriculum due to the problem caused by social mobility in the very varied pattern of reorganisation. This could favour French and threaten the position of German where it is first foreign language.

iii) The philosophy of the balanced curriculum which in effect calls upon foreign languages to justify the time they occupy in the curriculum and questions whether the educational value of learning two foreign languages is twice as great as that of learning one.

The position is, however, not yet hopeless, but the period is now coming when German will have to be justified as a discipline that will widen horizens and that is useful to scholars. The coming Survey of National Needs might well show that German has claims as well as French.

Working Paper 28 - New Patterns in 6th Form Modern Language Studies and Post O-Level Studies

which discuss content of studies and the skills to be fostered in the sixth form may well lead to several significant developments in the field of German. Among these could be an increase in the importance of the listening and speaking skills, a wider reading programme and a broadening of the concept of culture. The use of prose composition as the principal means of language acquisition may decline, though pupils will be skilled at writing German, even at different stylistic levels. Also it is quite possible that part of the time spent in the sixth form will be devoted to study abroad.

All this will mean a different type of University entrant, one who has acquired different skills. The universities will therefore be very much affected by any such changes; consequently they should

(i) be prepared to help determine what objectives should be;

(ii) be aware of what is happening in the schools and accept a generation of pupils with new skills;

(iii) take note of the fact that half the graduates will become teachers and help prepare them as such by reflecting the importance of speaking and listening skills, broadening the concept of culture and allowing them to spend time abroad at a Padagogische Hochschule.

D.W.T. Watson

This is a brief statement based on replies to a questionnaire sent to ATG members.

Teachers were asked about methods employed in German courses. An aural/oral approach was adopted in 38% of comprehensives, 20% of grammar schools and 16% of independent schools. However, the traditional grammar translation still occupied a strong position in 32% of comprehensive, 47% of grammar and 44% of independent schools. There were indications that this pattern would change when all examining boards shifted the emphasis away from prose composition.

Members were also asked to comment upon the prospects for German in their school and to state whether the amount of German had increased or decreased in recent years. 52% of all schools reported favourable prospects or an increase in German teaching; 29% reported that there had been no change and that there was unlikely to be any in the foreseeable future; unfavourable prospects and a decrease in German teaching were reported by 19% (33% of these were comprehensive schools).

Reasons advanced for the decrease in German teaching included:

(i) Primary Grench - making it difficult to justify the adoption of any other language as first foreign language in a school;

(ii) the inclusion of German in the curriculum of a new school depends upon the attitude of the headmaster and his interest in language studies. Also, it is often claimed that it is difficult or impossible to timetable a second foreign language;

(iii) comprehensives of a moderate size do not always produce sixth form language groups of a viable size;

(iv) German is still often looked upon as an optional extra for a gifted minority, an optional subject that can be dropped at will.

The overall picture is thus that German continues in the majority of schools to take second place to French. The possibility of French and German as joint first foreign languages poses many practical problems except in the very large comprehensive or in a selective school. Perhaps the stranglehold of French could be broken and the imbalance of French linguists corrected if more schools opted for a different first language. Each local authority might then have at least one First Language German school (and perhaps even a First Language Russian school) in its area. This would, among other things, solve some of the problems caused by social mobility, for pupils could then move between similar schools in different areas without jeopardising their language studies.

Thus, while the present position of German in the schools gives no cause for alarm, the situation must be watched carefully and universities and polytechnics are urged to cooperate to find means of halting any decline in that position.

Discussion (Chief participants: Professor K Brooke, Professor A Spicer)

Doubt was expressed as to whether present A-level teaching methods were as bad as had been suggested or whether a different kind of pupil was needed. Mr Peck replied that his assertions were based on personal experience. He had found, for example, that oral comprehension was a new skill that could and should be taught; he had found that pupils of relatively low ability could understand German when spoken at almost normal speed. He also felt it highly desirable that pupils of German should gain insight into the life-style, attitudes and opinions of their German contemporaries.

It was suggested by another speaker that Mr Peck's proposals had been misunderstood: he had simply put the case for a change of some methods and a change of areas of emphasis.

(b) In the Colleges of Education (Professor A Spicer)

Modern language courses in these establishments are for the most part new. Though French dominates, the position of German compares very favourably with that of Spanish and Russian.

Hitherto language courses have been taken by students to widen their own development and not for strictly professional purposes. However, Primary French and a local shortage of language teachers in some secondary schools, etc., has led to the production by colleges of education of

students who go on to teach French. This has not yet happened in the case of German, but it may well do so in the future.

Then the question emerges of how courses can be adapted to cope with students who will have to teach German. A restricted timetable poses particular problems in that it leaves little room for the expansion necessary to fit in methodology, etc. The present organisation of teaching practice also presents difficulties, the main ones being that

(i) the students may be supervised by someone who has no knowledge of German;

(ii) there is a lack of practice places in schools where German is taught.

Normally, German courses are provided by modern language departments which usually have a French specialist as head. Most heads of department feel that modern languages are fairly treated as far as staffing, allocation of funds, etc., are concerned, though most such departments are fairly small.

Main language courses vary in length from 300 to 900 hours (German 300-600). The main avowed aims are to teach:

(i) the ability to understand and speak the language;

(ii) the ability to understand the written language;

(iii) literary appreciation/culture;

(iv) the ability to translate from the foreign language;

(v) the ability to translate into it;

(vi) some insight into the structure of the language.

Difficulties encountered are attributable to the following factors:

(i) bad teaching practice arrangements;

(ii) lack of time;

(iii) an out-of-date examination syllabus;

(iv) influence of the universities through B.Ed. courses modelled on university courses which are themselves out-of-date.

Discussion (Chief participants: Professor K Brooke, Dr F G Healey
L E Russon)

When asked about facilities available in colleges of education, Professor Spicer stated that 80% of them had a language laboratory but that there was a shortage of technical staff.

There was some discussion on the negative influence of the universities. Professor Spicer re-stated his conviction that on the whole the universities acted as a brake and often saw themselves there to maintain standards which meant among other things opposition to anything new. However, one speaker cited a case where a college of education was allowed virtually a free hand in the compilation of a B.Ed. course and eventually produced something that was very university -like in all aspects.

(c) In the Polytechnics and Colleges of Further Education
(Dr F G Healey)

A rather puzzling situation for the outsider exists in the public sector since Post A-level work in German consists of:

(i) degree courses, whether London University External or C.N.A.A., mostly in polytechnics but also in some other colleges, and based on a student entry with similar qualifications to those of university students;

(ii) diploma courses, some for the Higher National Diploma, some for college diplomas - sometimes requiring only one A-level for entrance - plus a certain number of postgraduate or post-experience diplomas for specific professional purposes.

Colleges and polytechnics offering German as a subject in the London B.A. General (External) degree are often preparing C.N.A.A. degrees of their own which will supersede the London degree.

In this sector German is normally part of a wider degree course, usually containing other languages or subjects such as Economics; currently only one single honours German degree, of an area studies type, is in preparation. Some institutions offer specialised language courses, including German, having a professional orientation towards translation and interpreting, others offer courses closer to the traditional university type, but usually with greater stress on social and political institutions. Many courses also include an introduction to linguistics. There is no overall philosophy of language teaching as

such in C.N.A.A. courses, but considerable stress is generally placed on contemporary forms and usage and on oral ability.

No postgraduate work is known of at present in German in this sector, but many members of polytechnic staffs are engaged in research.

Discussion

In the discussion that followed, Dr D van Abbé added the following points:

(i) There is a big and growing demand for courses for secretary/linguists (often graduates);

(ii) An area with a great future is that of the adult beginner;

(iii) While accepting Dr Healey's point that research should not be a prime concern for staff at the polytechnics, it is nevertheless important that such people should engage in research into methodology.

(Dr Healey accepted this, but suggested that such research would best be done on a team basis.)

(d) In the Universities (Professor K Brooke)

To save time, consideration of Subsidiary, "Science German" and similar service courses is omitted, but just such courses do attract teaching experiments, and we may hear about some of these during the course of the conference.

In the main honours sector, whether single or joint, the 'mixture as before' remains: prose, unseen, essay and oral skills have to be demonstrated, though not all receive equal teaching time. In nearly all universities there is a weekly prose hour, usually taken by the most able and/or senior staff, whereas the unseen is often a sporadic variant inserted into the prose time-ration (though not at Kent, for example), or is associated with stylistic exercises which are in turn often related to the literature programme.

Nearly all programmes say that oral work is very important, and perhaps this is not mere lip-service. Consider, for example, the foreign residence requirements, the frequent weighting of the oral examination as equivalent to one finals paper, and regulations which state that poor oral performance can pull down the grade obtained in the written parts of the examination. Also, there is often the 'incentive' recording of oral distinction on degree certificates and above all the importance attached

to the work of the Lektors (though the latter are perhaps not always exploited to best advantage).

Supporting courses in 'Phonetics', various kinds of 'Philology' and also 'Linguistics' are meant to (and probably do) have some deepening value, but are open to the risk of formalism.

Of developments, obviously the most interesting is the group Bradford, Salford, Surrey and Bath - showing more variety than this grouping suggests, and to which one must add several polytechnic and C.N.A.A. courses. In all, one or more practical skill is taken to a very high level within a 'modern' study programme. Perhaps the older universities should not compete with such programmes: the moderns have the head start.

A development of special interest to the universities was the Lockwood-Hinton-Thomas exploitation of translation into English and other work on German texts in substitution for traditional 'prose' - most of us are aware of this, and take some variant ideas. Finally it is noteworthy in this respect that from 1973 prose will be an optional finals paper at Newcastle (on Tyne).

Discussion (Chief participants: D Bowman, Professor W Coupe, S C Craven, R M Oldnall, R C Y Smith, Dr D van Abbé)

Much of the discussion centred on prose composition. In reply to a question, Professor Brooke stated that he thought postponement of prose work until the student's final year to be a good idea provided that language classes in the preceeding years were devoted to the skilful exploitation of texts written by professional writers in 'good' German. On the other hand he was not prepared to accept that prose composition practice was in any way 'unnatural'. Also raised was the problem of prose work and the weaker student: either he had to be given an 'easy' English text whose content-level was inappropriate to his experience or a more difficult text that produced such a crop of errors in the translation that the student became discouraged. It was felt that in such cases direct method teaching did not provide an adequate substitute, though prose composition practice/ discussion with smaller groups of students might.

It was pointed out that the polytechnics tended to concentrate on listening/speaking in language teaching, whereas the universities stressed more the development of reading/writing skills. The aim should surely be to concentrate on them all, it was argued, though the development of listening/speaking skills should come first. Professor Brooke accepted this, though he felt that the development of reading/writing skills would remain incomplete if courses were based on texts concerned with politics and economics, and literary texts were excluded.

Problems of the kind encountered in the development of new courses were highlighted when it was stated that concentration on oral work and the consequent provision of a large number of 'contact hours' meant that students had little time left for private reading. This led to undue dependence on lectures and lecture notes.

When asked what he was educating his students for, Professor Brooke stated emphatically that he did not aim to provide vocational courses: a rigid programme could be a disaster if things went wrong and so he aimed simply at the encouragement of better 'noises', better writing and better 'sense'.

2. Trends in the Evolution of German Language Studies in British Universities (J L M Trim)

Autonomous university studies in modern languages are of relatively recent origin. Their evolution has been influenced by the major changes in the intellectual climate of recent times, and the various stages of this evolution are still represented in various ways in our institutions.

In the first place, the great heritage of classical-humanist language studies exercised an enormous influence on the 'modern humanities'. It is perhaps worthwhile to reflect briefly on the development of that tradition itself. During the Middle Ages, and for some time afterwards, a knowledge of Latin was a prerequisite for any kind of participation in intellectual life, the principal form of literacy. With the rise of national standard written languages in Europe the utilitarian value of Latin dwindled, and instead it came to be valued as a necessary means of access to the literary culture of the classical period, which was seen as the fountain-head of western culture in general. Philological studies were a means to the reconstitution of texts in their original purity, before their slow corruption in the repeated process of copying by medieval scribes. For the young scholar a sound knowledge of the rigour of a logically based grammar and the refinements of style were means to an end, an initiation into the mental world presupposed by the classical tradition, the development of the intellect and aesthetic sensibility through a serious confrontation with the great minds of the past who had shaped the civilisation from which we derive.

The extension of this view into the study of modern languages was twofold. On the one hand, the humanist method was transferred to the study of the post-renaissance vernacular literary tradition. English, French, German and Italian, at least, could look back to a 'classical' period which already required scholarly reconstruction and study, and which was thoroughly imbued with the classical spirit. On the other, the rediscovery of medieval Germanic literatures invited the application of the

philological method to the reconstruction and interpretation of this new corpus of texts. This movement was strongest in Germany at the end of the eighteenth and the beginning of the nineteenth century.

As the century developed, historical-philological study became increasingly an end in itself. The understanding of language (as of institutions, ideas and literature) was held to lie in tracing the interplay of regular processes of change which link the earliest extant remains to the language of the present day. Taking the natural sciences of the nineteenth century as its model, philology attracted a different type of person from the humanist gentleman-scholar. The close attention to exact method produced (or attracted) scholars who put precision and meticulousness above everything else. Scholarly respect for evidence, which had to be objectively collected, and dispassionately assessed and evaluated before any conclusions could be drawn, were virtues indeed, but the closed body of textual material preserved and the emphasis on the medieval carried certain dangers. It is notable that the exact discipline of prose composition, requiring similar habits of mind and carrying with it very similar limitations developed at the same time. The application of a similar historicism to literary studies produced for a time, most of all in Germany, a strong intellectual structure. The enormous prestige of the German university system around the turn of the century, especially in comparative and historical linguistics, exerted a great pressure on the emergent language studies in Britain, which was naturally strongest in German studies. However, the very identification of the historical-philological method with German influence was one factor in the reaction against the method, a reaction epitomized by the secession of the English Faculty at Cambridge in 1917. In that case, the rejection of the 'dead hand' of historicism and medievalism in literary studies, in favour of direct access to living literature in the mother tongue, involved the complete abandonment of systematic language study - a classic case of the baby and the bathwater! It would seem particularly inappropriate to foreign language studies. Yet the conception of language studies as exclusively literary has been influential in several university curricula, in which the study of language is relegated to the status of a mere prolegomenon to literary appreciation. Ironically, the feeling of German cultural decline, the recurrent political tensions and the profound lack of sympathy felt by English Germanists and German-speaking emigré scholars with contemporary Germany in the first half of this century, helped to turn attention largely away from contemporary German language and literature to that of the secure past, or the uncontaminated periphery.

The reaction against historicism was not, of course, merely a manifestation of English chauvinist reaction against German intellectual domination. It was part of a major intellectual movement, a change in the

concept of scientific explanation, the displacement of classical mechanics by quantum physics and the uncertainty principle, the rise of social sciences, a switch of interest to systems rather than processes, so that structural and functional analyses appeared more relevant and useful than historical ones. In the language field the Saussurian distinction between synchronic and diachronic linguistics, with increasing attention to the former, produced the most vigorous developments in the understanding of language between the wars on the Continent and in America, where Professors of German played a leading part in the creation of the Linguistic Society and in the development of structural linguistics. However, the impact of these movements on university language studies and language teaching in this country was very slight until quite recently.

Rather more influential was another offshoot of neogrammarian linguistics, with its emphasis on natural speech as the stuff of linguistic history, writing being an imperfect secondary representation. In 1880, the Marburg Anglist, Wilhelm Viëtor, issued his resounding manifesto: 'der Sprachunterricht muß umkehren', demanding that the classical-humanist tradition be abandoned and pupils taught to speak modern colloquial language. Later in the same decade many leading liguists attached themselves to the infant International Phonetic Association in order to apply their knowledge of phonetics and their understanding of language processes to the radical reorganisation of language teaching. One more practically orientated branch of this movement led to the direct method, the Berlitz schools and the 'nature method' - essentially pragmatic, atheoretical, insisting on exposure and activity 'learning language, not learning about language'. The I.P.A. pioneers such as Sweet, Jesperson and Passy, however, set a tradition of writing and lecturing on methods of language learning and teaching which was followed by H.E. Palmer, Jones and Bloomfield. Palmer's books remain the clearest, most practical and detailed description of modern language teaching techniques; Jones' Department of Phonetics at University College, London set high standards of achievement and pronunciation, based on a conscious development of contrastive phonetics, while Bloomfield's synthesis of neogrammarian method, Saussurian concepts and behaviourist psychology drew clear conclusions for language teaching, and it was his immediate followers, especially Fries, who developed the notions and techniques of applied linguistics, backed by enormous financial and organisational resources as a result of the sudden expansion of America's linguistic needs during and after the war. In the later 1950's language teaching in this country began to be profoundly influenced by the concept of the language laboratory and to look to linguistics and programmed learning to supply the necessary software. The impact was felt more by the schools and technical colleges than the universities, which viewed the new jargon with deep suspicion - and enjoyed shorter staff-student ratios!

Furthermore, though teachers themselves came to realise more clearly the usefulness of basic linguistics to their understanding of their problems and their role, the traditional separation of academic formation from professional training insulated university language departments from the needs of that 40% of their graduates who would enter the teaching profession.

The freedom which universities have hitherto enjoyed from central direction has encouraged a rich variety of approaches. One can find residues of all the movements I have traced. Some departments are firmly rooted in the classical-humanist tradition, others are proud of philological scholarliness. Some again are committed to interdisciplinary area studies, others to the pragmatic command of language skills. A few (too few) cultivate a linguistic approach. The creation of new universities and polytechnics, with their self-conscious search for identity, has led to an even greater diversity of structure and approaches. Individual departments are of course not necessarily homogeneous; quite different interests and values may be found in different colleagues, existing sometimes in an organic complementarity and productive symbiosis, sometimes in an uneasy coexistence or outright hostility and conflict.

A variegated pattern of this sort is by no means necessarily a bad thing. It provides a rich ecology and a framework for a useful dialectic. However, its potential flexibility is reduced by restrictions on academic mobility (of undergraduate and, especially, postgraduate students) and by the tendency of academic systems to be self-perpetuating; one likes the system, accepts its values and stays within it, or one leaves. Nevertheless, there is an increasing interplay of ideas and a greater readiness to accept change as a permanent condition. It is to be expected that the positive values associated with each of the major approaches will play some part in influencing the development of language studies for a long time to come. A perfect balance is probably unattainable, but the total neglect of any is likely to be felt as a defect in the long run. I would summarize these basic aims as being:

(i) the building up of the 'communicative competence' of the learner for his various pragmatic and vocational purposes towards the level of near-nativeness;

(ii) the development of the individual personality, his sensitization to aesthetic and cultural values as embodied in texts and transmitted through the controlled and differentiated use of language;

(iii) the development of dispassionate and disciplined habits of mind, scholarliness based on respect for evidence and logical argument;

(iv) the development of theoretical insight into the workings of language, and the application of these insights to the understanding of language use and the associated social problems;

(v) the development of an ability to interpret one culture to another, and thus act as an agent for their mutual enrichment.

Different institutions will have different aims and some will say that the achievement of all these aims is not necessary. They may be right, but what must be resisted is the development of a caste structure, with the universities producing the 'élite' and the polytechnics, etc., 'agents for the machine'.

During the development of teaching methods to achieve these aims, polar oppositions may emerge, e.g. direct exposure to a large amount of language v. formulation of knowledge of the structural properties of language; development of active skills v. development of receptive ones; spoken v. written, etc. In such cases a proper balance is essential; in fact, the notions of economy and balance of effort for different kinds of language performance are determinants of purposeful thinking in course planning.

A series of seminars has been held as part of a Council of Europe programme for the encouragement of more intensive language learning in Europe. Out of these has come a series of suggestions on the content of university programmes, bearing in mind that a considerable number of language graduates (40% here, 80-90% abroad) enter the teaching profession. I would mention especially the following reports (which are available from The Secretary, Committee on Higher Education and Research, Committee for Cultural Cooperation, Council of Europe, Maison de l'Europe, Strasbourg, France):

(i) Course in the training and further training of modern language teachers for pupils aged 10-16. Oslo 1967 (CCC/EGT /68/ 3);

(ii) Symposium on the training and further training, at university level, of modern language teachers. Saalbach 1969 (CCC/ESR /69/ Project 50/3);

(iii) Symposium on goal analysis, contents definition

and evaluation in modern languages at the university level. Skepparholmen 1970 (CCC/ESR/LV /71/ 18);

(iv) 'Le Role des Universités dans la Formation des Professeurs de Langues' by Professor B Malmberg (CCC/ESR /69/ Project 50/5).

Taken together, these documents provide a compact statement of what might be termed a 'modern concensus' view of the aims of language studies at university level. The overall aim is to equip the graduate with a near-native communicative competence together with theoretical understanding of the nature of that competence (and the necessary professional training as a teacher, which in Britain would be the separate responsibility of a Department of Education). The notion of 'near-native communicative competence' was defined by the Skepparholmen symposium in the following way:

1. The main elements of the basic linguistic component of modern language courses should lead to:

(a) a basic practical command of the phonetics of the foreign language, and a basic theoretical knowledge of the phonology in relation to the mother tongue;

(b) a command and theoretical understanding of the essential morphological and syntactic features of the spoken and written language;

(c) a vocabulary adequate to educated conversion in a full range of situations encountered in every-day communication;

(d) a familiarity with the formal and colloquial registers, and an understanding of the differences between them;

(e) some knowledge of the cultural background which the average educated speaker brings to every-day social intercourse.

2. The main elements of the basic cultural component should include a study of the literature and civilisation of the foreign country.

3. The main practical elements of the specialist programme for intending teachers should lead to:

(a) freedom from phonemic and allophonic errors which would impair intelligibility and from misleading informational or paralinguistic behaviour;

(b) freedom from morphological and syntactical errors in writing, and in speech especially in the classroom and in other professional contexts;

(c) a vocabulary adequate for the understanding of a substantial range of non-specialist texts, such as would form part of the normal expertise of an educated native speaker;

(d) a command of the formal and colloquial registers;

(e) a substantial knowledge of the social and cultural background including scientific, technical and technological features, which the educated native speaker has at his command.

4. That the main theoretical elements of the specialist course for intending teachers should comprise an understanding of the general principles of language structure and analysis, its historical development, and the presentation of a number of current models of grammatical description.

In addition, it is common ground that all should understand the bases of psycho- and sociolinguistics. It has also been suggested that the historical approach should be replaced by a concentration on developing and understanding of contemporary language and society, for the overall aim should be the practical acquisition by the student of the ability to function as a member of another culture and to communicate that culture to others. Should anything other than the contemporary be taught? It is difficult to combine the old and the new: exposure to texts in older forms of the language has its dangers, for students can easily become confused if they are exposed to a wide range of styles, etc., many of which are anachronistic. On the other hand, the classical literature of a people is a continuing factor in a cumulative literary culture.

In conclusion, it is important that language teachers know exactly what they are aiming at and why: inertia should be replaced by conviction.

Discussion (Chief participants: Miss P Barnett; Professor K Brooke; V Fried; W Grauberg; R C McDermott; P Newmark)

There was considerable discussion on the desirability of concentration on the contemporary in modern language studies. One member wondered why over-exposure to nineteenth century texts, for example, was more dangerous than over-exposure to Der Spiegel, Die Zeit, etc., and asked what the norm was. Mr Trim replied that there was no norm in the sense of a corpus of texts representing that norm. It was possible, however, to delimit sets

of texts which would pass for native usage without strong values being attached one way or the other. He conceded that concentration on the study of such sets would be dull and that subsequent expansion to a wider range of styles was therefore desirable. In order to avoid confusion, such expansion should, however, be done systematically and explicitly. Mr Trim rejected the view that such a procedure would entail in the sphere of music, for example, the banning of Schubert as a source of enjoyment until children had a recognised corpus on which to base their standards; he was simply arguing for correct programming rather than confronting students with unsorted material, which could only lead to confusion of styles and registers. Some speakers suggested that students were clever enough to cope in this matter, while others found that difficulties arose because many students had only a limited knowledge of styles in English. It was also suggested that in some cases the use of socio-political texts rather than literary ones would be advantageous.

One member recalled the report (1/b/) of the swing away in the colleges of education from the pursuance of language courses for 'personal development' and detected a similar trend in the approach to university modern language teaching now suggested in Europe. Such an approach would enable students to acquire a closer understanding of the language, but the humanistic nature of the courses would be eliminated. Mr Trim acknowledged this danger and stated that it underlined the importance of taking into account <u>all</u> the aims that had been put forward as considerations essential to purposeful course planning.

It was noted with regard to German studies in higher education establishments that, whereas the older type of university course was one-sided because of concentration on literature, there was now evidence of a tendency to concentrate on the spoken language at the expense of the written. Finally, one member urged that A-level courses should include something on the nature of language and the way it functions.

3a. <u>Introduction to Research in Progress</u> (J Galleymore)

Papers previously circulated include an article on the work of the former Committee on Research and Development in Modern Languages;* this is the account given to last year's Post A-level French Conference. Another paper gives a list of the projects funded on the Committee's recommendations of 1964-69 and also a list of the projects recommended during its last year (1969-70) for financial support to the DES, the Research Councils and the Foundations, but which still, after two years in most cases, are without financial support.* DES designated funds for research and development for language teaching, particularly in higher education, within which the CRDML recommended the initiation of new projects, never amounted in any case to more than £50,000 p.a. during the operative 5 years. The small funds

available for the very extensive areas of interest indicated in the lists of CRDML projects did, however, attract equivalent sums from other sources, notably the Nuffield Foundation, and there was a most significant growing cooperation from other countries in Europe, assisting increasingly with funding. It is most regrettable to see this trend abruptly terminated as part of a decision that in 1970 there was no longer, as in 1964 "the need for a central body to coordinate activity and to promote research and development in the field of modern languages" (CRDML First Report).

Also circulated to the conference is a list of projects "in the field of linguistics" supported by the Schools Council, the Science, the Social Science and the Medical Research Councils, the Office for Scientific and Technical Information and the Nuffield Foundation.* No doubt the Schools Council for the Curriculum and Examinations can continue to consider projects limited to teaching in the school classroom in intention and which may assist curriculum development, but otherwise the Councils' terms of reference indicate so marginal an involvement in any support for work for language teaching purposes, particularly in higher education, that in 1970 they refused financial support for all the 15 projects recommended to them by the CRDML because they did not come within their terms of reference. On the dissolution of the CRDML, the Centre for Information on Language Teaching - itself a 1966 project of the CRDML - became the clearing house for these and any other projects (of the kind previously considered by the Committee) submitted. The CILT paper about this (which has also been previously circulated) indicates DES thinking that the Research Councils would cover the responsibilities of the former CRDML. However, on re-submission from the CILT clearing house to the Councils this year there has been only a restatement that the same 15 projects do not come within their terms of reference and cannot therefore be funded by them. Far from any hoped-for expansion of their terms of reference to help ease the present situation, the Councils appear in fact to be withdrawing even their previous marginal interest. OSTI, for example, will no longer fund languages for scientists as it did previously. The provisions of the Dainton Report on Research Policy are not known even to the Research Councils. In the meantime nothing has been heard of the 20 projects which were in various stages of preparation in 1970 for eventual submission to the CRDML. Some proposers have indeed been told that there is no further interest in the field. In twelve months the CILT clearing house has convincingly proved itself a misnomer.

The conference programme will include accounts of four projects funded on CRDML recommendation and one funded by OSTI; reports will also be heard on two other projects recommended for support but still without it. There will also be statements on the Surveys of National Needs and Demands in Modern Languages, now funded and initiated.

/See Appendix B for details of resolutions passed at the Conference/

*Some copies of these are still available; please apply to Mr Galleymore at the address given in Appendix D.

3b.i. The Project at Birmingham (Dr L Seiffert)

My remarks will apply mainly to the design of laboratory work for the first year of an undergraduate Honours course. As it happens, however, our programme of materials and exercises could with advantage be made to occupy some at any rate of the second year: of the 20-odd units in the course, some (or even all) could be taken in such a way as to occupy not one week but two. We have been using the following administrative shape: the groups (normally of about 8 students) meet twice each week with the same teacher - once in an ordinary teaching room for a 'preparation class', linguistic analytical study of the text to be used (and for this we have prepared quite elaborate teachers' guides or 'keys'); the second session is held in the language laboratory. This routine could, however, be extended in various ways: it has sometimes been found helpful to add an exercise in written Nacherzählung (with a further class to discuss the compositions), while the materials in the 'keys' have been found by some teachers to be extensive enough to warrant a second or 'topping up' class in linguistic analysis. Or alternatively, the laboratory exercises could be spread over two hours, or the students could be urged to cover the material in private practice booths as well as in the group sessions.

The laboratory exercises start off with the format of drills: repetition, simple insertion, and question and answer work of such a kind that the answer can be made by a fairly straightforward transposition of sentences in the text. However, the amount of initiative left to the students increases progressively: the questions come to test an increasingly broad grasp of 'wholes' in the passage rather than of details, and lead in due course to re-narration exercises where any guidelines provided are no more than skeletal. The work ceases to be drill and confronts students instead with a challenge to become verbally active in the oral mode, to develop skills of self-expression, to discover and (with the tutor's help if need be) overcome gaps in their active command of the resources of the foreign language. We have as yet no formal language laboratory examination of this 'oral re-narration' type, but if we had I should be wanting to assess three aspects of students' performance:

(a) ability to identify the subject matter or line of argument of a text and to re-state it clearly;

(b) ability to recognise and to state the author's purpose (persuading, informing, amusing, or it may even be

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(a) ability to identify the subject matter or line of argument of a text and to re-state it clearly;

(b) ability to recognise and to state the author's purpose (persuading, informing, amusing, or it may even be

appealing to a shared sense of ironic superiority);

(c) ability to state some evaluative judgement of their own on what is in the text and on what the author seems to be up to.

The target competence we envisage is that of (in Hugo Steiner's terms) an 'educated native speaker' operating in situations where he is most characteristically revealed as such. We are thus not directly concerned with everyday transactional talk (at home, in the street, in the office or in dealing with officialdom of the ordinary 'across the counter' type); also, we have not taken 'educated' to imply training in any particular specialist profession or technology with its appropriate jargon. We are concerned instead with the more general competence underlying the ability to be critically articulate on matters of common interest; if we have any more particular skill in mind it is effective performance in discussions, working parties, conferences and the like. In such situations people are often speaking - sometime briefly, sometimes discursively - to a previously printed hand-out or to an address that itself has adhered more or less closely to a prepared (written) text; thus we have felt it reasonable to base our exercises on written texts, texts which the students will have first met in written form.

The distinction of written and spoken mode is in fact only one (and perhaps not the major) dimension determining the character of the linguistic varieties we work with. Tenor and field of discourse are also important. The former we have thought of as that level of formality expected among equals who may be friends or colleagues but not necessarily be intimates (though welcoming an occasional touch of familiarity) and who may be expecting both instruction and entertainment (but not pathos). The field of discourse can perhaps be no more than adumbrated as that sort of public knowledge that the well-informed and discerning (if not in the fullest professional or political sense critical) reader keeps himself well-informed about: modern writing, current or recent history, the (more or less haute) vulgarisation of discovery and research, and (by way of divertissement familiar hobby-horses like astrology or the world calendar. Direct topicality is, however, not our recipe.

Discussion (Chief participants: R C McDermott, Dr H Prais, R C Y Smith, Dr D van Abbé)

When asked for more details of the drills used initially,

Dr Seiffert stated that they consisted of repetition and question and answer exercises where the answers could be predicted; some linguistic exercises were carried out during the preparatory class.

Dr Seiffert reported that there had been as yet no proper evaluation of the work, though monitoring of the exercises done in the language laboratory and examinations provided useful pointers in this respect.

Dr Seiffert was asked about the integration of this work into the rest of the course; he replied that the choice of texts reflected to some extent the rest of the course but that closer integration was not aimed at.

3b.ii. The project at Hull and Sheffield (DC Attwood, FC Stork)

This project aims at the provision of course material suitable for language laboratory use in post A-level German language teaching. It was recommended by the CRDML for financial support in 1970, but so far such support has not been forthcoming and work on it has therefore not yet begun.

The two universities involved have for some time felt the need to augment for various reasons the material currently available for undergraduate German language teaching. At Sheffield the view is held that students should become acquainted with a maximum number of varieties of spoken German - particularly before embarking on a period of residence abroad. At Hull, too, the need has been felt to extend present courses along similar lines; that is, to supplement rather than replace prose composition and oral work pursued at present. Also lacking has been recorded material suitable for illustrative purposes and practical work to supplement courses offered in linguistics and the structure of German.

We found that our needs could be fulfilled only by the availability of a stock of recordings of authentic spoken German. Thus the idea of a project to provide just this was born.

Initially, the project was quite ambitious: we were to employ research workers in Germany to collect original field recordings and to copy suitable material already available in existing archives; we were to employ research workers in this country to help with the development of course material. Thus we visited various broadcasting companies in Germany to discover what sort of recorded material could be made available and we made preliminary arrangements for the collection of such material. We also visited the Institut für deutsche Sprache in Mannheim and as a result made contact with Professor H Steger. Our proposals were put to him and he suggested a more economical approach: he offered to allow us to copy the material in his archive - together

with all transcriptions, documentation, etc so far carried out - to form the basis of a collection in this country. It was, however, clear that some supplementary recording would be necessary: we did not want to restrict ourselves to mature educated speakers and we also wanted, in addition to 'spontaneous' recordings, tapes of lectures and (prepared) interviews, etc. Thus it was agreed that research workers would be employed on a part-time basis for this purpose; they would be recruited and supervised by Professor Steger who would receive in return a copy of the new material recorded.

As a result of all this, the project in its present form aims:

(i) to bring to this country a copy of the Freiburg archive, together with documentation, etc.;

(ii) to assess the usefulness of the material for teaching purposes (an initial assessment of this kind will already have been carried out in Germany) and to arrange for the recording of supplementary material wherever necessary;

(iii) to document the material as fully as possible;

(iv) to make the material available to all in this country interested in developing Language Laboratory courses or investigating spoken German.

A follow-up project (originally part of the initial project) will:

(i) develop and make available to all who are interested a pilot course for post A-level German language teaching purposes - this will consist of sample lessons of various kinds. It has been decided that such samples rather than an intergrated course would be more useful given a situation where different institutions have different requirements;

(ii) undertake research into selected aspects of the structure of spoken German. The selection of topics will be determined to a large extent by teaching needs.

Discussion (Chief participants: Dr F G Healey; Mrs H M A Hetherington; R M Oldnall; Miss E Paneth; R C Y Smith)

Questions were asked about the proposed project as well as about aspects of the teaching at present carried out at Hull and Sheffield.

It was stressed again that (in the follow-up project) only sample lessons - tested at Hull, Sheffield and elsewhere - would be made available, since it would be impossible to devise one complete course

acceptable to all institutions where post A-level German was taught. Those interested could then hear and use these samples and draw on the archive to develop their own courses. It was conceded that this would entail full and careful documentation and classification of the tapes; such documentation would include details of the speaker, discourse, situation, length as well as subject matter.

In reply to questions, Mr Stork explained present procedures at Sheffield. Texts were prepared in class, when linguistic features, etc., were considered. Then in the language laboratory the texts were used for a variety of exercises, and finally there was a follow-up class in which points arising from the texts were discussed. These follow-up classes were conducted by the Lektors. It was pointed out that the overall aim was - as in Birmingham - to encourage the development of free expression by removing gradually the 'props' offered in the earlier stages of the course.

When asked about the linguistics/structure of German courses offered at Hull, Mr Attwood stated that one could assume little previous knowledge of linguistics by students and one could therefore do little more in the time available than introduce some of the more important aspects of the subject.

3b.iii. The project at North East London Polytechnic:
"The Design and Execution of a Language Testing Programme at University Level in the United Kingdom; Experiences up to and including Autumn 1970" (B Gomes da Costa)

[Mr Gomes da Costa was unable to be present and so his paper was read to the conference by Dr F G Healey.]

The paper describes Phase 1 of the author's U.K. testing programme for German, which parallels the broader 1967 study by Carroll in the U.S. and is based on eleven hypotheses centred on time abroad as the most important variable.

The potential sample, drawn from a wide range of H.E. establishments, was 400 students.

The tests used were:

(1) The M.L.A. Advanced Proficiency Tests (these accounted for what the author calls the "Dependent Criterion Variables");

(2) The Carroll-Sapon Modern Language Aptitude Test, Alice Heim's "AH5 Group Test of High Grade Intelligence", and a comprehensive questionnaire devised by the author

(these accounted for the "Independent Predictor Variables" which would be used in an attempt to explain the patterned variations in the "Dependent Criterion Variables").

The author has as yet no conclusive results to offer, in part due to the generally poor response, which he finds lamentable and surprising in view of the valuable, first-ever opportunity afforded by the programme of investigating the effectiveness of current instructional procedures and the small amount of time needed for carrying out the tests. From a previous pilot study, he notes a malaise among students in respect of their language-learning experience, and also that this malaise reaches a peak in their final year,

There will be a follow-up programme, Phase 2, to analyse and explain the differences between the growth of the learning curves and differences in terms of student and institutional factors as revealed from analysis of the questionnaires. This follow-up is, of course, contingent on the continued response and cooperation of all concerned.

The author sees a future in establishing more realistic, more closely defined achievable goals, based, for example, on the Foreign Service Institute Proficiency Ratings, and stresses the importance of developing the receptive rather than the productive skills in the country of the students' native language as preparation for a quicker and more graceful transition to proficiency in the productive skills together with further improvement in the receptive skills during the students' "in-country" language-learning experience.

Appendices include the following:

(1) A description of the Carroll-Sapon M.L. Aptitude Test.

(2) Response Rates.

(3) A description of the Foreign Service Institute Proficiency Ratings.

(4) Details of the institutional sample.

(5) The student questionnaire.

3b.iv. Projects at Nottingham (W Grauberg)

A. A proficiency test in German for first-year university students

This report is in the nature of a cautionary tale, designed to illustrate the problems likely to be met by amateurs venturing into the highly technical

field of language testing.

The test to be described is for students entering the Honours course in German. It was first administered to 29 students in Nottingham in 1968 and from 1969 on to the first year intake at both Nottingham and Birmingham, bringing the sample up to 60. The test had three main aims:

(i) to assess the collective competence of a year group in order to draw attention to gaps in knowledge and to establish over the years a norm of expected proficiency.

(ii) to enable profiles of individual students to be drawn so that they could learn where their strengths and weaknesses lay;

(iii) to serve as a base from which one might proceed to measure progress throughout the university course.

The test battery contains two groups of sub-tests, each lasting about one hour and concerned respectively with listening/speaking and reading/writing. The listening/speaking group contains the following tests:

(i) A phonetic discrimination test. This was abandoned after two sessions because it was found that almost all students scored highly on it. We wonder whether at this level a traditional discrimination test based on recognition of similarities and differences of sounds in isolated pairs or triplets of words is sufficiently searching.

(ii) Two passages for reading aloud, one designed to test principally articulation and pronunciation, the other to be scored mainly for phrasing and intonation.

(iii) Three listening comprehension tests drawn from the American MLA Advanced Proficiency Tests, Surprisingly, the internal correlation between the 3 tests was low.

(iv) A general speaking test requiring the student to talk briefly about 3 separate familiar topics.

(v) Telling a story depicted by a series of cartoons.

(The 3 subjective tests were each marked independently by 2 markers.)

The reading/writing group of tests comprises:

(i) A reading/comprehension test with multiple choice questions.

(ii) A completion exercise, testing mainly grammatical knowledge by requiring the insertion of pronouns, prepositions, etc.

(iii) A vocabulary test, with 30 items to be inserted into sentences.

(iv) A short narrative (120-180 words) on a simple subject, marked by 2 people.

All the sub-tests showed a good distribution, but the item analysis conducted on the 1969 and 1970 results showed that the test is not yet statistically sound; preliminary conclusions must therefore be very tentative.

It will have been noticed that the test includes objective tests that concentrate on one feature of language proficiency (vocabulary, grammar) and global tests (telling a story, writing an essay). Although the marking scheme gave approximately equal weighting to all the subjects, the global tests showed a much closer correlation with the total marks obtained than did any objective, single item test. This suggests that if we are principally concerned with gaining a cross-section of a student's ability 1 or 2 global tests will give us the quickest insight.

Among the objective tests, the one that bore the highest correlation to the total was the vocabulary test. The correlations between the individual sub-tests varied.

As might be expected, the reading/writing test battery was a better predictor than A-level results of the language examination at the end of the first year. However, we are uncertain whether we can use this test in our endeavour to measure precisely the linguistic progress of students in their university course. If the same test is used at the beginning and at the end of the first year, memory may interfere. The alternative may be to build up a set of parallel items.

There is a more fundamental question which our preliminary results have raised: if the ultimate criterion is the ability to perform like a bilingual student we ought perhaps to concentrate on global tests, despite the dangers of subjectivity in marking, because these, rather than objective tests, can be set at different stages in the course with different standards demanded. This will require a very careful definition of linguistic norms that goes beyond the simpler criteria of accuracy suitable for objective testing.

B. German for Chemists

The Department of Chemistry at Nottingham requires of its single Honours

students the ability to translate a passage of German taken from a contemporary source. Increased student numbers (up to 80, many with no previous knowledge of German) have rendered traditional approaches to teaching the language unsatisfactory, above all because they do not allow sufficient active student participation. Therefore in recent years we have been trying to evolve a more efficient and more satisfactory course. It was decided from the outset that the new course should:

(1) teach a technique for studying German rather then limit itself to practice in translation;

(2) be as efficient as possible by selecting the most important features of German grammar and vocabulary to be found in chemical literature and introducing them, where necessary, in a new order;

(3) be realistic in its aims by seeking to develop both the abilty to grasp the main ideas of a longer passage without translating and the ability to translate where necessary;

(4) involve students by stimulating individual effort and giving them a sense of progress by utilising the principles of programming.

After various approaches had been tried, a new course was devised in the 1968-69 session. It was presented on tape in the language laboratory and each lesson consisted of a carefully ordered explanation, based on model sentences in a printed text. Constant participation by the student was required: he had to recognise grammatical features and translate. Correct answers were usually on the tape.

An improved course was used in 1969-70 and 1970-71. This consists of 7 (x 60 minutes) weekly language laboratory sessions, followed by two classroom periods in preparation for the end-of-course examination. One major grammatical feature is taken for each lesson: the student is given model sentences to illustrate this feature, there is grammatical analysis followed by questions on the grammar and translation practice. Much written work and consolidation is demanded between classes (up to 20 hours in all).

There has been a marked improvement in performance in examinations (comprehension exercises and translation) since the introduction of the new course. Replies to a questionnaire also indicate that the students favour the new approach.

A project will develop a better course for language laboratory use in the light of recent experience at Nottingham and will also produce a new

course in a form suitable for self-instruction. A Research Officer will be appointed and his main tasks will be to:

(1) review the available literature to determine the most important features of lexis and structure of German chemical writing;

(2) write a new language laboratory course to be tested at Nottingham and elsewhere;

(3) assist in the running of the Nottingham course in the 1971-72 session and evaluate the results;

(4) help with the evaluation of work done by control groups of students at other institutions;

(5) revise the language laboratory course in the light of feedback from the evaluation studies in (3) and (4) and test the revised course in the 1972-73 session;

(6) prepare the new self-instruction course;

(7) write a report on the project.

Discussion (Chief participants: Miss P Barnett, Professor D Mennie, P Newmark, R M Oldnall, Dr H Prais, R C Y Smith, F C Stork, Dr D van Abbé)

Amazement was expressed at the shortness of the course; Mr Grauberg said that it had produced better results than the earlier longer ones despite the fact that vast areas of grammar were left untouched.

There was some discussion as to whether the language laboratory should be used at all if the students required only a reading knowledge of German. Several points favouring its use were made: students see the written word and get oral reinforcement, they like the isolation of the booth and are maximally active during instruction.

Mr Grauberg was asked how the chemists coped with the grammatical terms; he replied that they were given a brief introduction to the terminology and seemed thereafter to experience few difficulties in this respect.

3b.v. Two projects at Thurrock Technical College (M Thomas)

A. Conversion Course in German for Industry

(A bridging course to cover the transition from a general working knowledge of German to its special technical/commercial applications in industry.)

This project was considered by the CRDML and had recommendation but has not yet been supported with funds except that the Ford (of Britain) Trust has given £1,500 towards initial costs, particularly travelling expenses. Other facilities for tape recordings, assessment and processing have been made available in Munich, Hamburg, Cologne, Aachen, Düsseldorf and Rheydt by industrial organisations and colleges. Two members of the Thurrock staff are expecting to devote their time to the work during the coming session.

The project presumes a general knowledge of German at the level gained from completing the Nuffield Ealing German Course (Longman), and, with the particular experience of the college in languages for industry, a course will be made to cover the transition to advanced special technical and commercial applications with subdivisions relevant to two major types of industry:

(i) automobile, together with allied supplier industries (i.e. safety-belt, tyre, electrical manufacturers, etc.);

(ii) general engineering.

Both Dr Erk and Herr Kaufmann of the Goethe Institut, Munich, have taken an interest in the project and if, as part of the work, it is possible to bring over to this country the archive of Wissenschaftsdeutsch made available by Dr Erk, this will be done. This will then be available to other projects with similar needs for the identification of terminology, registers, etc. From the appreciable number of recordings already made and now being edited it is possible to envisage the format of the eventual course and the tape bank which will be made available.

B. Export Marketing Courses for Industry in French, German and Spanish

The Nuffield Foundation supported this project at Thurrock Technical College with a grant of £10,000, from 1967-69, on the recommendation of the CRDML. The college provided additional facilities and has borne the continuing costs since 1969. Following a validation of a pilot course by four colleges and four firms, the three courses were revised and have now been completed. Each one has fourteen lessons and each lesson is in three parts:

(i) a general introduction;

(ii) a dialogue between an experienced sales manager and a trainee executive, with exercises for the student based on the content of the dialogue;

(iii) cases, successful and unsuccessful, demonstrating the material studied (e.g. the presentation of the product) and further exercises, including role-playing topics, based on these cases.

The dialogues and their development are different in each course and the cases show additionally the different styles of approach in Spain, Germany and France. The courses have now been further tested at institutions abroad including the Goethe Institut, Munich, and have been submitted for publication. Each course will in all probability consist of a text with tape recordings of the dialogues and cases of each lesson.

/Mr Thomas was unable to attend the conference; the above reports are therefore summaries of papers circulated beforehand./

3b.vi. The project at York

A Study of the Effectiveness of the Language Laboratory in School (P S Green)

(Conducted at Archbishop Holgate's Grammar School, York, 1967-1970)

The aim of the study was to assess the effectiveness of the language laboratory in a typical school situation. By "typical" was meant that the lab. was used one period a week at a regular timetabled time, with junior classes and employing commercially available tape material (as an integral part of a course). Such "typical" use may not represent optimal use of a lab., and results must be seen in the context of that limitation.

The method employed was to divide a year's intake of beginners in German (11-year-old boys) into three groups of equal potential for learning the language. The groups were established on the basis of IQ and language aptitude tests (Pimsleur LAB and York tests), degree of parental encouragement (assessed by the heads of the feeder primary schools) and previous experience of learning a foreign language (number of years of primary French). The groups were randomly assigned to three treatments:

Group N: Nuffield German (audio-visual) course, classroom tape-recorder and weekly lab. period,

Group L: "German, A Structural Approach" (audio-lingual course), classroom tape-recorder and weekly lab. period,

Group T: "German, A Structural Approach", classroom tape-recorder, no lab. period.

The teacher variable was controlled by rotating the three teachers round the three groups at the end of each term. Terminal tests of listening comprehension, oral production (videotaped for subsequent reassessment) and reading/writing were given, and, at the end of the three years, the Pimsleur German Proficiency Test, First Level, and an external oral test. Tests of attitude to German were also given.

Results were based on a comparison of group means for the various tests. L vs T comparisons show the effect of the lab. variable. Whilst there were statistically significant differences of attitude (to German) favouring the lab. groups, differences in performance between the groups showed no regular pattern and were negligible. Much of the considerable body of data is still being processed and results are therefore preliminary.

Discussion (Chief participants: D Bowman, L Russon, R C Y Smith)

Much of the discussion concerned the tests conducted during the course of the project. When asked about pupils' reactions to constant testing, Mr Green was able to state that there had been no evidence of boredom. He was also asked whether the very fact that the boys were being tested enhanced performance and replied that the 'halo effect' occurred only initially and soon wore off. He added that initially all the children had been taken to the Language Centre and those not being tested had done other things for amusement. However, the non-participants had soon questioned the purpose of this and the visits were stopped.

Finally, Mr Green repeated that the teacher variable had been controlled by rotating the three teachers round the three groups at the end of each term: there had been no evidence that this unsettled teachers or pupils.

4. Methodological Variations (Miss E Paneth)

The two aspects selected for discussion are listening comprehension and confrontation.

The texts for listening comprehension should range in content, forms of expression, idiom, registers and linguistic variation some ten times as wide as the student's productive competence. Criteria for selection are related to the work of Professor Steger's institute. The nuances in intonation and how to bring them to the notice of students are part of a research programme (preliminary report to Basl, September 1970).

Texts used range from artefacts to unrehearsed and unprompted utterances. Role-playing is used to produce intermediate texts: a native German group discusses a topic selected for its topical appeal

to English students. In the heat of the debate interruptions and irregularities may mar the linguistic value; the audiotyped version is therefore edited and re-recorded by the original speakers replaying their own parts.

We are very concerned that the nuances in the communication should register with the students; they are therefore given exercises in interpreting different sequencing, etc.

A scheme of ways of facilitating information intake and of testing it without recourse to producing L_2 is submitted. Students like a set of questions preceding the test to help them to concentrate on essential points. In the early stages this may even be offered with answers, to give a skeleton guide through the argument. Often the basic formulation of questions when inserted in the texts is a help to the understanding of the preceding more complicated original text and the students should spool back to it with the aid provided by the questions. For different programmes they can produce answers in the form of diagrams, lists of times, drawings of routes as well as summarised information in English.

Contrastive exercises are used to build up the functional organisation of selected sections such as Würzwörter, negation, forms of reported speech.

The students' procedure for study includes the confrontation of prompt copies and copies monitored from various professional and artefact performances. The contrast between their expectations and the presentation is brought home to them when they have a text on which they have noted segmentation, pauses, intonation contour and emphasis as they speak it onto tape for comparison with a sheet on which they note what another speaker has tried to convey. The type of notation does not matter and is left (with some proferred guidance) to the individuals; what does concern us is the different interpretation given by the different presentations. The students are first guided to link their observations with their analytical study of the grammatical possibilities of the language. They then gradually re-interpret the larger units, including musical settings of poems which underline different views of the themes. Exercises in contrasting different versions are again provided to help them pin-point their observations. Opportunities are given to compare their own and fellow students' performances as they take one part in scenesof plays with the not always more popular professional actor. The methods developed could and should be used for studies in the mother tongue as well, and a symposium is planned for discussing this application.

To conclude, the overall aim is to integrate research and didactics including the notations used and the discussion of texts in their context

and in the framework of inhaltsbezogene Grammatik.

5. Translation in Advanced Language Courses (P. Newmark)

Translation here refers to translation from a foreign language into English. It should be noted that it is a different skill from interpreting and that translation practice does not necessarily aid foreign language learning.

(a) Why Translation?

Every kind of text required by another country normally has to be translated. This applies particularly to details of research, inventions, official documents and literature.

Translation has gained in importance in recent years. There are several reasons for this, including international companies, bi- and multilateral industrial and scientific projects, the E.E.C., cover-to-cover translations and servicing experts.

It is unlikely that machine translation will provide any help in such fields.

(b) What?

The emphasis in translation has moved from the source language author to the target language reader: hence the importance of

(i) the aim that the translation will have the same effect on the second reader as the original did on the first reader,

and (ii) producing if necessary a variety of translations of the same text, to suit various readers.

Translation should be seen as one discipline; there is no distinction to be made between the translation of literary and non-literary texts. There are three elements present and therefore to be accounted for in translation in all texts:

(i) Symbol (information) - the unit here is the sentence,

(ii) Signal (persuasion) - the unit is the paragraph,

(iii) Symptom (self-expression) - the unit is the word group.

Thus the information element is only partial whatever the text. Furthermore, all translation is partly an area of comparative applied linguistics and partly an exercise in the art of writing.

There will never be a definitive global theory of translation, for translation is not a science. However, linguistics can help, particularly those branches concerned with semantic fields and componential analysis. The work of E A Nida is particularly valuable (see the bibliography below).

(c) How?

(1) Who?

(i) Language teachers

(ii) Specialist translators

(iii) Technical writers

(iv) Technologists

A good college staff will include the above for a translation course.

(2) What?

A translation course should cover a wide range of texts - students have no time to specialize in one technology (they will do this when they are in a post), but they should write a long translation project. They must be faced with a variety of styles as well as registers. Versatile technical writing is more important than a knowledge of the 'principles' of science and technology. They should be given the opportunity of learning ab initio a cognate language (reading and translating knowledge only) - this can be done in three months. They must be trained in the limitations of dictionaries (mono-, bi- and multilingual) and textbooks, remembering that their language must be their customer's and that the only good English dictionaries now are American.

The old image of the translator as a deskbound word grubber must go. He must have a voracity and relish for knowledge as well as words; be elegant and resourceful as well as diligent and endlessly thorough. And he must have a Spürsinn for appropriateness and priorities.

Recommended Books on Translation

A. BOOKS

1.	Towards a Science of Translating	E.A. Nida
2.	Die Übersetzung naturwissenschaftlicher und technischer Literatur	R.W. Jumpelt
3.	Technik des Übersetzens	W. Friederich (Hueber)
4.	Das Problem des Übersetzens	ed. H.J. Störig
5.	Internationale Sprachnormung in der Technik	E. Wüster
6.	La Traduction scientifique et technique	J. Maillot

7.	A Linguistic Theory of Translation	J.C. Catford
8.	Zielsprache	F. Güttinger
9.	Die Sprachtheorie	K. Bühler
10.	Grundprobleme der Deutsch-Franzosischen Übersetzung	Truffaut (Hueber)
11.	Probleme und Theorien des Übersetzens	Sdun (Hueber)
12.	Aspects of Translation	ed. L. Forster
13.	On Translation	ed. Brower
14.	Sprachwissenschaft und Übersetzen	ed. P. Hartmann and H. Vernay (Hueber)
15.	Les Belles infidèles	G. Mounin
16.	Les Problèmes théoriques de la Traduction	G. Mounin
17.	The Theory and Practice of Translation	E.A. Nida and C.R. Taber

B. PERIODICALS

1.	Lebende Sprachen	
2.	Fremdsprachen	Verlang VEB, Leipzig
3.	Babel	
4.	Delos	
5.	Incorporated Linguist	
6.	BASF	
7.	Endeavour	
8.	Forward in Europe (8 langs.)	
9.	IRAL	Heidelberg

6. Literature in Advanced Language Courses (P Newmark)

There have recently been several attacks on literature (= Lächtung) in the educational press; this is really the result of reaction against narrowly conceived language and literature courses,

There is therefore a need for fresh statements on the importance of literature in language teaching. In fact, it is desirable that students should be introduced to literary masterpieces, for these demonstrate language being most skilfully used, all the resources of language being drawn upon. In them one finds the best 'sounds' of language, living rhythms, etc., which are not found in non-literary texts. The presence of such features also indicates that a distinction between literature and spoken language is often misleading.

The search for masterpieces should not be restricted to modern literature; one should also look at those which are older and timeless. In examining these works one should briefly summarize historical factors

and exclude the biographical ones; one should rather consider them as language active in people's minds and examine their influence on thought and civilization and their educative importance. Thus the student is to be interested in the unchanging problems of human behaviour and psychological conflict, measured against ethical norms, not the author's private life.

Why can literature not be left to the traditional university courses? The most compelling reason is that the approach in these is all too often outmoded or specialised - there tends to be undue emphasis on history and biography. The polytechnics should therefore study texts and discover their importance to contemporary society.

Discussion (Chief participants: Miss P Barnett, Professor K Brooke, R C McDermott, Dr H Prais, J L M Trim, W F Tulasiewicz)

Mr Newmark's attitude towards modern literature had clearly been misunderstood; thus he stated during the discussion that masterpieces were to be sought in both older and newer literature, though he added that the literature of the past had stood the test of time so that there was more agreement as to what the masterpieces of the past were. The question of the chronological treatment of literature also arose: would not the study of Grimmelshausen in the first year have an adverse effect on the student's spoken and written German? Opinions varied on this point.

The statement of the case for teaching literature in the polytechnics was welcomed; some speakers felt it regrettable that these were so often considered to be uninterested in or even opposed to literature when in fact several of them provided for its study.

7. Remedial German (R C McDermott)

The considerable number of lower grade students to be found on many German language courses, particularly in polytechnics and colleges, poses a problem in regard to the remedial measures which should be taken during at least the initial part of any post A-level course. Such students fall into various categories, the most intractable one being perhaps the many second or third generation Germans, whose speech, though fluent, is very inaccurate. The introverted student, hardly able to speak at all, with poor "spontaneous accuracy" in the written language, comes at the other end of the scale. In between we find students, not of German origin, who have gained a spoken fluency at the expense of accuracy, the vernacular being one possible adverse influence. Modern emphases, wrongly interpreted, may, at least in part, have been responsible here. There can surely be no

substitute for discipline to achieve a balanced spoken and written performance. More research into the origins and frequency of mistakes would be useful. One project at Holborn took weaker students' scripts as a basis and evolved remedial exercises on the modal verbs as a result. The interference of French, the first foreign language, appeared to be an important element alongside the obvious interference of the mother tongue.

Students should as soon as possible be tested in total linguistic performance; this helps them and the tutor. Regular "consolidation of essentials", backed up by grammar drills in classroom and language laboratory, has been adopted as the main element in remedial work on the PCL general degree course. In practice it has been found that intensive and repeated drilling is necessary to eradicate completely specific incorrect grammatical patterns. Extempore monolingual question and answer exercises based on background material being studied, combined with extempore translation (English/German) of sentences containing specific grammatical difficulties, have also been found particularly useful. Spontaneous performance in the written language is thereby constantly checked. However, whilst the emphasis on monolingual work is welcomed it is felt that formal proses with their tighter discipline cannot in this context be rejected out of hand, particularly if there is a measure of integration with course material being studied. The mastery of nominal patterns presents particular problems and the weaker students should be encouraged to develop more disciplined attitudes to the use of grammars and dictionaries.

To summarise - the main problem in remedial work at this level is to achieve accuracy without inhibiting the development of greater fluency and spontaneity. Formal lectures on morphological and lexical problems are useful and appropriate, they are, however, no substitute in this context for intensive drilling and extempore work.

Discussion (Chief participants: J L Manton, P Newmark)

The problem of inaccuracy among 'fluent' second or third generation Germans was seen to be a widespread one and it was claimed that in some cases even intensive remedial work produced poor results because 'bad habits' had become so ingrained.

Mr McDermott said that in addition to the exercises he had mentioned the remedial work also entailed listening/passive understanding practice and rôle-playing, etc. by way of follow-up.

8. The Proposed Combined BSc Degree Course in Engineering with German at the University of Bath (Professor J Coveney)

Since 1966 the University of Bath has been running a combined BSc degree course in Engineering with French in which, in addition to advanced language work and the study of contemporary society taught in the School of Modern Languages, some of the engineering syllabus is taught in French in the School of Engineering by a native French speaking engineer on the staff of that school. The course is open to qualified students at the end of the second year of their four year sandwich degree course who have followed an ancillary langua e course in French, and includes a training period of up to six months in French industry.

Plans are well developed to initiate a combined BSc degree course in Engineering with German on similar lines with the help of financial aid from the DAAD. This financial support will enable the university to appoint a visiting German Lecturer in engineering, to be attached to the School of Engineering, who will teach part of the engineering syllabus in German. The combined degree course will be open to qualified students at the end of their second year following an ancillary language course in German; a training period in German industry will be an integral part of the course.

Discussion (Chief participants: Miss P Barnett, J F Galleymore, W Grauberg, Dr F G Healey, R C McDermott, P Newmar, Dr H Prais, R C Y Smith, W F Tulasiewicz, Dr D van Abbé)

The paper aroused much interest and several questions were asked and numerous points added. During the course of the discussion, information was given about the ancillary language courses: they involved three weekly sessions of one hour each and included the study of French/German contemporary institutions and some technical translation. Turning to the proposed German/Engineering course and the existing French/Engineering one, Professor Coveney agreed that the fact that they were sandwich courses did pose problems of lack of time for language tuition; he added, though, that the situation was somewhat eased through the introduction of the compulsory period of training in foreign industry. Additional out-of-term booster courses were, however, difficult to arrange because many of the students would be working at such times.

In reply to further questions, Professor Coveney provided details of the language tuition and the form of the final examination. This led to the suggestion that the final examination did not perhaps do justice to the work expended. Concern was also expressed that with so much demanded for both subjects performance might be lower than otherwise in both.

When asked what happened to the students after graduation, Professor Coveney stated that they were highly sought-after in some cases. Acquisition of knowledge of a language was felt to be educationally useful, even if such knowledge was not immediately applied in industry: this was also the view of some firms.

Professor Coveney agreed that it was difficult to recruit suitably trained staff to teach part of the engineering syllabus in the foreign language, but he was confident that the appointment of a visiting lecturer for the Engineering/German course would solve the problem.

Finally, when asked about sixth form interest in the combined courses, Professor Coveney stated that the separate listing by UCCA of Engineering with French had been helpful in this respect.

9. Ideal Speaker Performance in German: What the Language Laboratory Can Do (W Bennett)

Students come to advanced courses in languages with many different backgrounds. One way of dealing with this variety is to define the aim of advanced courses in the light of native speaker performance. The native speaker must be able to use sentences appropriately, including those from an occupational, regional and social variety. He must be able to understand and derive information from the systematic variations in the speech of others, and must often be able to carry out these tasks in deficient physical conditions.

The history of the language laboratory has led to its association with one kind of learning activity. Seen as a presentation device the laboratory can provide the student with practice in dealing with these variations of language and of acoustic circumstances. Augmented with a visual presentation system the language laboratory could achieve even more. In Cambridge University C.C.T.V. is being used with one of the laboratories for these purposes. Pending the development and use of equipment for the accurate measurement and evaluation of spoken performance, much more information can be given to the student through the form of the teaching material. Discussions and seminars are a delayed check on successful completion of this learning. From this point of view the language laboratory performs a task in many ways parallel to that of the library.

[W. Bennett was unfortunately prevented from attending the conference: the above is therefore a summary of his paper which had been distributed beforehand.]

10. The Year Abroad - a Re-statement of the obvious (R M Oldnall)

A period of residence abroad is a requirement in most university modern language degree courses. CNAA will not consider proposals for degree courses in modern languages, either 'honours' or 'ordinary' unless the course structure provides for residence abroad. On average, the period spent compulsorily in a foreign country takes up 25% of the total time the student must spend in reading for his degree; he is told that residence abroad is not only desirable, but necessary: it is "a very good thing". We are unanimous about this.

But are we all as unanimous in wanting to see the year abroad as carefully structured as the years of academic study spent in the home institution. There was certainly a time when the year abroad could be said to have looked after itself, when exchanges of students were limited, when it was relatively easy to ensure that there was continuity in a student's programme of study. We can no longer be confident that this is still the case. Institutions both at home and abroad have mushroomed, course content has changed, new objectives have been set, there has been a change in student attitudes, there is a completely new set of circumstances surrounding study abroad which we may choose to ignore, but which we cannot simply wish away.

We can point to three aspects of residence abroad that are vital to a student's best interests, whatever the country in which he is continuing his studies: the point in his course at which the period abroad occurs, the location of his stay, his activities during that stay.

These considerations are all obvious ones, but a thorough study of their implications should provide a clearer picture of what can best be done to satisfy the needs of continuing intellectual development and at the same time ensure that a student enjoys to the full his one spell of relative independence from the home base. Deciding at what point in his course a student should go abroad is of fundamental importance. Ideally, he should already have more than just a notion of the composition of the society he is going to join, have as firm a linguistic base as possible on which to build, and have had more than just one year away from the sheltered and usually youthful atmosphere of English sixth form studies.

Choosing the centre where the student is to stay is also of great significance: there is no point in ignoring the fact that some German universities are experiencing greater internal difficulties than others, that the close reading of a 'Vorlesungsverzeichnis' could help towards directing studies profitably, that the big towns of West Germany are are considerably more expensive than the smaller ones, that German

universities only rarely run courses that correspond or are even compatible with most of the newer courses followed by many students here.

Finally, considering what a student should do during the period abroad, largely dependent though this may be on the two aspects already mentioned, is of greater significance than either of them. Whether he he be a member of a university community for a year, an 'Assistent', a temporary member of an industrial or commercial organisation, a 'Praktikant' in municipal administration, it is essential that he profit from his experience in a way that is meaningful, in a way that would not have been possible had he not gone abroad. Whatever his activity, it must be positive and contributory to his own development within the context of his total course of studies; his work should be acquisitive, disciplined, and as closely supervised from home as possible; it should also find final expression in a written piece of work - either in a single paper or a collection of papers. In my view, this written piece of work would be most profitably presented in English, not in a foreign language.

Discussion (Chief participants: Miss P Barnett, D Bowman, P Newmark, J L M Trim, Dr D van Abbé)

Much of the discussion centred on the timing of the stay abroad. One speaker felt that it was important to consider carefully the effect of the cut into the home course when determining when the student should go abroad. Concern was expressed over a situation in which students returned from abroad were frequently somewhat unsettled and faced the prospect of the arduous final year at the home university. It was suggested that this could be avoided by allowing for a period of rehabilitation in this country before the final year, though this would mean shortening the length of the period abroad. This led to the highlighting of the difficulties caused by the differing term timings abroad. This, it was stated, was a general European problem; it was difficult to effect any change in this respect or to get special courses provided for visitors.

There was also some discussion on what the student should do while abroad. Some felt that the requirement that a dissertation be produced was either unnecessary or undesirable; others asserted that any such work should be written in the foreign language and not in English.

11. Das Deutsche Sprachdiplom und das Große Deutsche Sprachdiplom (R. Berger)

Since 1962 the Goethe-Institut, in collaboration with the Ludwig-Maximilian-University in Munich, has been able to offer the possibility of

acquiring a language diploma without taking part in one of the courses of the Goethe-Institut. The Goethe-Institut, in conjunction with the University of Munich, holds examinations for the "Deutsche Sprachdiplom" and the "Großes Deutsches Sprachdiplom" twice a year. As of the last six years these examinations have taken place in several centres in Germany and also in foreign countries. In the U.K. and Ireland these examinations are regularly being held in London, Manchester, Glasgow and Dublin. The German Institute in London and the Goethe-Institut in Manchester provide courses which prepare candidates for the diplomas.

The Examinations

(a) Das Große Deutsche Sprachdiplom

1. Oral

(i) The candidate has to talk for about ten minutes on a topic (selected from three). Conversation.

(ii) Two texts to be read aloud - one seen, the other unseen.

(iii) Dictation.

2. Written

(i) Essay - a choice of six topics.

(ii) Commentary on a text, covering content, vocabulary and style.

(iii) Translation into German.

(iv) Questions on German literature or economics or the sciences. (Candidates select one of the three fields and must have read at least 4 books from the reading list for the field chosen.)

(v) Questions on Germany.

(b) Das Deutsche Sprachdiplom

1. Oral

(i) Talk lasting five minutes on one theme selected from three. Conversation.

(ii) Reading aloud two texts - one seen, one unseen.

(iii) Dictation.

2. Written

(i) Commentary on a text, covering content and vocabulary.

(ii) Translation into German.

(iii) Questions on set texts (at least four have to have been studied).

(iv) Essay on a general topic (choice of four).

Discussion (Chief participants: W. Grauberg, Professor D Mennie, P Newmark, J L M Trim, W F Tulasiewicz, D W T Watson)

Several questions and comments followed the paper. It was suggested that the talk test (freier Vortrag) was a good test but that the dictation was not. Doubt was also expressed about the reading aloud test, though it was argued on the other hand that such 'old-fashioned' exercises could be most useful if done properly - useful in that they could induce sound linguistic competence. This point was accepted, but with the proviso that sufficiently challenging texts were taken.

12. Special Language Schools in the USSR (B Woodriff)

These schools were established as experimental schools in 1948 and have had such great success that their numbers have increased enormously. They are essentially not very different from the General Education Schools, for the syllabuses and curricula are almost identical in all Russian schools. The Special Language Schools, however, devote a larger proportion of their time to the teaching of one foreign language and, as the pupils become more proficient, to the "teaching of a series of subjects through the medium of the foreign language". Another important difference is that the foreign language teaching is begun at the age of eight instead of eleven as in the General School. The other subjects taught in the foreign language should be literature of the foreign country, history and geography, and proposals were made to teach physics and technology, but many schools confine themselves to teaching just the foreign language and literature in this way. In these schools the pupils are taught over nine years and receive 3:3:3:6:6:6:4:4:4 periods (45 minutes) per week plus an extra four periods per week in the last three years for literature and technical translation. The other subjects taught in the foreign language have the same periods allocated to them as they would if they were taught in the native language.

Because of increased pressure for places in special schools some parents try to give their offspring an advantage by paying for foreign language tuition in the kindergarten.

German language is well established in the Soviet Union, although the numbers studying it are not so great as those taking English, despite the figures given in 'Der Spiegel' in January 1969. Initially, teaching in German was more widespread than at present because of the large number of native German speakers resident in the Soviet Union, but since many of them were not qualified teachers their numbers have decreased, as qualified teachers have been produced by the Pedagogical Institutes.

The textbooks for foreign language teaching give little idea of the way of life in the foreign country and the texts are usually written and illustrated as though the foreign country were really part of the vast Soviet Union with its identical streets, shops, schools, organisations, etc. Where material is taken from the foreign country, in this case Germany, it is usually of sufficient age and merit to avoid controversy, or it is taken from East Germany. Nevertheless, the textbooks are printed almost entirely in the foreign language so that the pupil gets the feel of it from the very beginning.

The schools for foreign language teaching do not appear to have vast resources at their disposal, although they are acquiring audio-active laboratories. However, the organisation of the syllabus and method is monolithic and detailed down to the last Umlaut. Because of the detailed organisation each year has its own textbook, pictorial material, aural aids and official teachers' notes. There are fairly frequent gatherings of subject teachers to discuss problems presented by the textbooks, etc., and much research and writing is done to improve the standard of foreign language teaching.

Discussion (Chief participants: V Fried, J F Galleymore, Rev F MacÉinrí, J D Manton, W F Tulasiewicz, D W T Watson)

It was again stated that foreign literature was more or less all that was taught through the foreign language. It also emerged that despite the absence of official information on admission to the special schools there was evidence of the use of selection processes.

The paper also prompted discussion on the desirability of the setting up of regional special schools in this country - a matter already raised earlier when the present position of German in the schools was being discussed.

Rev F MacÉinrí reported on the (decreasing) use of Irish for the teaching of history, geography and some mathematics in Ireland; V Fried mentioned Czech discussions on the possibility of teaching a selection of subjects in a foreign language and indicated the difficulties that had been encountered because of questions of ideology and practical problems.

13. A German Summer School in the USA (Dr L Löb)

Every summer, for approximately seven weeks, the residential undergraduate college at Middlebury (Vermont) runs a graduate programme in foreign languages. Students from all over America come to obtain, in most cases, an MA degree in French, Russian, Spanish, Italian, Chinese, Japanese or German: they take courses in literature, civilisation, philology,

linguistics, teaching methods, and oral and written practice. They normally spend four or five summers in Middlebury, or one summer there and one year on a programme abroad. The German school, the first to be founded, dates back to 1915. In 1971 it had about 120 students and 17 faculty.

The uniqueness of Middlebury lies in the fact that its summer schools are held exclusively in the foreign language. Thus students in the German school undertake to speak only German during their stay and to keep away from television, radio and newspapers in English; they sleep, eat and work in the German buildings, and for their entertainment they rely on films, talks, sports and social occasions in German.

Since Americans can easily travel nowadays, the school no longer aims at replacing, but rather at reinforcing the benefits of visits abroad by means of a rigorously structured academic programme. Undeniably the intellectual content may suffer from students' linguistic weaknesses, and there is something artificial about creating a little Germany peopled by Americans in the heart of New England. On the other hand, the average linguistic standard compares favourably with that of the average British graduate; there are many students of German-speaking origin; and the faculty consists of native speakers either straight from, or still closely linked with, German-speaking countries. Some of the school's academic claims may be over-ambitious, but its main purpose - to improve students' proficiency in many different registers of German - is admirably fulfilled.

The school's success could be ascribed to its intensity, its isolation, and its cohesion: Middlebury stands for a real community of students and teachers who come from a multitude of places but who share the wish to remove themselves from the English-speaking world around them and continually to speak, study, indeed live in German - and the same applies largely to the other language schools. In the long run such a situation would produce unbearable psychological stress. About a 7-week course, however, Henry H H Remak, who from 1967 to 1971 succeeded Ernst Feise and Werner Neuse as Director of the German school, seems justified in writing: "In Anbetracht all dieser Probleme....könnte man getrost annehmen, daß 'Middlebury' theoretisch nicht existieren kann. Das Seltsame ist aber, daß es nicht nur existiert, sondern sogar funktioniert."

14. <u>The Materials Bulletin</u> (W Grauberg)

The Materials Bulletin was started as a result of the post A-level French conference held at Reading in 1966 when the shortage of suitable material for teaching in the language laboratory at degree and diploma

level was stressed and deplored. An informal system of exchange of material was therefore proposed and Mr Grauberg offered to act as editor/postmaster. A year later the scheme was widened to include German.

The scheme works as follows: lecturers send to Mr Grauberg information about their material - details about content, level, length, recording speed, availability of supporting written texts and proposed modalities of exchange. Such information is collated in the Materials Bulletin which is distributed to those who have joined the scheme. The arrangements for obtaining the material listed there are made directly between the lecturers involved. The annual subscription of 50p covers typing, stationery and postage.

So far, six Bulletins have appeared: two in 1967 and one per year since. Since similar ventures were planned for Russian and Spanish, the Bulletin confined itself to French and German, with entries for the former constituting a substantial majority. Grammar drills, phonetic exercises and a great variety of material for listening have been offered in both languages. No direct information is available about the volume of exchanges, but there is evidence that a substantial number of the 60-80 institutions in the scheme have actively contributed to the exchange.

A new development has taken place in the field of exchanges and it affects the Materials Bulletin. The National Council for Educational Technology (NCET) has started a Higher Education Learning Programmes Information Service (HELPIS), and in March 1971 it published No. 1 of a 'catalogue of materials available for exchange'. It contains over 300 entries on different subjects; more than half the entries are video-tapes, the others are films, slide sequences and a few audio-tapes. Mr Grauberg and the NCET agreed that language teaching materials should be excluded, at least initially, since the Bulletin was already available. However, Mr Grauberg had written to members to ascertain their views. He himself was willing to continue with the Bulletin, assisted by a new treasurer, but would not regret being relieved of the work involved. The crucial point was whether the incorporation of the Bulletin into HELPIS would increase or reduce the flow and exchange of language teaching material.

In his opinion the main advantages of incorporation would be the greater expertise in the presentation of the catalogue, the ease of updating and revision through computer processing and the possibility of extending the scheme to other languages. On the other hand the wider distribution might lead to undue demands on those who had offered material, lecturers might feel reluctant to list home-produced materials in such a professionally presented catalogue and the personal effort of persuasion

applied by the editor would cease. Finally, the original value of the exchange scheme, based on the tacit understanding that whoever borrowed would one day be willing to lend, would be altered by the public availability of the catalogue.

First reaction from members had shown a desire to retain the informality of the present scheme, though the advantage of covering a wider field of languages and of bringing lists up to date were also stressed. Mr Grauberg concluded by asking for views by members on the conference on the advisability of incorporating the Bulletin into the HELPIS catalogue.

After some discussion it was agreed that the Materials Bulletin should be retained in its present form.

15. Recent Trends in German Linguistics (Dr R R K Hartmann)

[Although copies of the paper were distributed to conference members, Dr Hartmann was unable to be present; the following therefore summarizes the main points contained in the paper circulated.]

(i) New synthesis

The last few years have seen a consolidation of what is known about the German language. A good example of this synthesis is the two-volume encyclopaedia Die deutsche Sprache edited by E. Agricola and other East German linguists (1969). This summarizes clearly and comprehensively the basic facts of the language, its history and dialects, its vocabulary, sound system and grammatical structure, with information about onomastics and stylistics.

(ii) The ecology of German ('ecology' = the (largely social) context in which a language is used by a particular community)

This is a field which has seen much progress in Germany. There is evidence that the extreme forms of neo-Humboldtian relativism are now giving way to a more realistic assessment of types of speakers, standards and situations. Particular mention is made of the work on documentation and classification of the spoken language currently being carried out at Freiburg (Professor H Steger).

(iii) Phonology

Work on the phonetic and phonemic aspects of the sound systems of German has been in keeping with international developments. Recent studies have gone beyond the mechanics of acoustic and articulatory phenomena, bordering the fields of psychology and communication technology, notably in G. Ungeheuer's department in Bonn.

(iv) Grammar

Here there have been profound changes. Apart from the critical evaluation of traditional teaching grammars (especially of the 'inhaltsbezogene' variety), most far-reaching advances have come from abroad: L. Tesnière's Dependency Grammar and N. Chomsky's Transformational-Generative Grammar, which have guided descriptive work at the Institut für deutsche Sprache and the Arbeitsstelle Strukturelle Grammatik respectively.

(v) Vocabulary

There has also been progress in this field. Building on the concept of the 'Wortfeld' and linking this with other types of lexico-semantic analysis in terms of structural, anthropological and generative linguistics, German scholars are taking a new look at the vocabulary of German.

(vi) Registers

Partly grammatical, partly lexical are the attacks on the complex problems of literary style and the 'Fachsprachen'. It must be admitted, however, that the time is not yet ripe for a summary of the rather limited output in this field.

(vii) Contrastive analysis

Contrastive studies can only be tentative sketches until more complete descriptions of individual languages become available. This is true of the contrastive studies involving German currently available.

(viii) Applications

Some German authorities are backing schemes to raise the level of 'linguistic education'. Language studies have been introduced in some schools and a few 'Pädagogische Hochschulen' have now begun to increase the provision of courses in linguistics for the training of teachers of German and of foreign languages.

(A bibliography was provided.)

16. CILT

Miss H Lunt circulated to the conference members a list of CILT publications and special attention was drawn to the following entry:

Report on the Survey of Research into Spoken Language: 1963, carried out under contract to the Council of Europe, September 1970. Published March 1971. Price £1.00.

Also circulated was CILT Information Paper No. 1, the text of which is reproduced below, and information on current research on the teaching of German beyond A-level (see Appendix C).

CILT Information Paper No.1

CILT RESEARCH REGISTER

CURRENT RESEARCH IN LANGUAGE AND LANGUAGE TEACHING

The Centre for Information on Language Teaching, since its establishment in 1966, has maintained a register of current research and development in Britain in the field of language and language teaching. The Research Register is at present kept in the form of a classified card index in the Language Teaching Library (jointly supported by CILT and the English Teaching Information Centre).

Information is provided about work in, for example: linguistics and language studies, experimental development of course materials, comparison of teaching methods and media, curriculum studies, linguistic aspects of education, psychology and sociology. Research on any language is recorded, although work that is purely literary is not included.

The Register is designed to give brief information about each project: the name and address of the research worker, names of his principal associates and of the institution in which he is working, the title of any sponsoring or financing body, the title and a brief description of the project, with the date at which it was begun, and any details of progress that are available, or references to articles published. There are at present over 400 research projects in the Register.

The information recorded is provided for this purpose by the research workers or institutions concerned; the Register thus constitutes an authentic statement on the nature and scope of each project. Entries are kept up-to-date by periodic revision; any detailed information and progress reports that are received by CILT are kept on file, and are available for consultation on request by enquirers. Among the institutions in which work is being carried out are thirty-nine British universities, several polytechnics, and a number of technical colleges and colleges of education, as well as research units and other organisations; the research workers include postgraduate students as well as teaching and research staff and their associates.

Publication of the Research Register is planned for 1972, and a full revision is now being undertaken in order that the published Register shall be as accurate and as up-to-date as possible. Details of projects

not yet recorded in the Register will also be welcomed (a short questionnaire asking for the necessary information may be obtained from CILT). Those unable to visit the Centre may address enquiries about specific topics to the Research Information Officer; it is, of course, helpful if correspondents can define clearly the terms and context of their enquiry. (The following examples of 'specific topics' illustrate this: language development in children up to the age of five, experimental development of language laboratory materials for teaching Spanish beyond 'A' level, the proficiency in English of overseas students of science and technology and their language needs.) Although CILT at present records in the Register only activities within Great Britain, the index also contains a number of entries provided by the English Teaching Information Centre on work in progress in other countries; most of these concern the teaching of English as a second language.

Those who wish to consult the Register themselves may do so between 9.30 am and 5.30 pm on Mondays, Tuesdays and Thursdays, 9.30 am and 8.00 pm on Wednesdays, and 9.30 am and 5.00 pm on Fridays, in the Language Teaching Library on the first floor of State House, 63 High Holborn, London WC1R 4TN. (Nearest Underground stations, Holborn and Chancery Lane.)

May 1971

17. Summary and desiderata (J F Galleymore)

Attention is drawn to a statement on the identification of national needs and planning for foreign languages in the United Kingdom given by Miss Mabel Saulthorp at a Council of Europe meeting (October 1970) on "Goal Analysis, Contents Definition and Evaluation in Modern Languages at University Level" (CCC/ESR (70) Misc. 13) (copies previously circulated). Mention must also be made of two Surveys of National Needs and Demands in Modern Languages: one is now being initiated at the University of Sussex and entails an enquiry by Vaughan James into what languages are being taught in the United Kingdom and at what levels - essentially a testing operation (DES £9000 on CRDML recommendation); the other is at the University of York (Professor E Hawkins) and involves an analysis of the needs of commerce and industry, the professions and the services (Nuffield Foundation £14,000 on CRDML recommendation). Both surveys, urgently needed for some years, coincide not only with similar enquiries being conducted in Europe but also with such problems as the sudden demands for languages we may expect following entry into the European Community and with the unforeseen difficulties now arising in the teaching of German in the schools. These latter include also the complication of new patterns in the sixth form and the student's problem in selecting his course or

option from the increasing variety being offered in higher education.

The conference programme has included contributions from a wide range of experience and work in progress, having in common the fact that they are experimental and of considerable value in a cooperation for the better teaching of German at post A-level standards. Plainly it has been fruitful for polytechnics, universities, colleges of education and other institutions of higher education to meet together.

In the final discussion it emerged that the conference as a whole felt such gatherings to be important and useful. It was further agreed that changes of policy, the existence/non-existence of funds for research should not determine alone the occurrence or timing of such meetings but that they should be held regularly - every two or three years. It was also felt by some that future conferences might profitably restrict their scope and consider in greater depth a smaller number of topics.

It was agreed that another post A-level German Language Teaching Conference should be held in 1973 and that D C Attwood and J L M Trim should be asked to initiate arrangements for this.

* * * * * * *

Appendix A

The Conference Programme

Mon September 13th

SESSION I (Chairman: Professor LHC Thomas)

Introduction: The present position of German in

(i) Schools (A Peck)
(ii) Colleges of Education (Professor A Spicer)
(iii) Polytechnics and Colleges of Further Education (Dr FG Healey)
(iv) Universities (Professor K Brooke)

SESSION II (Chairman: LJ Russon)

Trends in the evolution of German language studies in British Universities (JLM Trim)

Tues September 14th

SESSION III (Chairman: JF Galleymore)

(i) Introduction to research in progress (JF Galleymore)
(ii) The Birmingham Project (Dr L Seiffert)
(iii) Impressions of a US German Summer School (Dr L Lübb)

SESSION IV (Chairman: JLM Trim)

(i) Methodological variations (Miss E Paneth)
(ii) Translation in advanced language courses (P Newmark)
(iii) The Hull/Sheffield project (FC Stork/DC Attwood)

SESSION V (Chairman: DC Attwood)

(i) The Nottingham project (German for Chemists) (W Grauberg)
(ii) Two projects at Thurrock Technical College (M Thomas)
(iii) The Materials Bulletin (W Grauberg)
(iv) The proposed combined BSc in Engineering with German at the University of Bath (Professor J Coveney)

[After Session V, conference members visited the Language Teaching Rooms and the Brynmor Jones Library at the University and later attended a dinner given by the Vice-Chancellor, Sir Brynmor Jones.]

Wed September 15th

SESSION VI (Chairman: Dr FG Healey)

(i) The York project (PS Green)
(ii) The NE London Polytechnic project (B Gomes da Costa)

SESSION VI cont...

(iii) The testing project at Nottingham (W Grauberg)

(iv) Das Deutsche Sprachdiplom un Das Große Deutsche Sprachdiplom (R Berger)

SESSION VII (Chairman: Professor D Nennie)

(i) Ideal speaker performance in German: What the language laboratory can do (W Bennett)

(ii) Literature in advanced language courses (P Newmark)

(iii) The year abroad (RM Oldnall)

SESSION VIII (Chairman: JF Galleymore)

(i) Remedial German (RC McDermott)

(ii) Special language schools in the USSR (B Woodriff)

(iii) The Survey of National Needs and Demands (JF Galleymore)

(iv) Summary and desiderata (JF Galleymore)

Appendix B

The following resolutions were passed at the conference:

(i) "That this Conference urges the Department of Education and Science, particularly in view of this country's intended entry into the Common Market, to reconsider its decision to cut off designated funds and coordinating machinery for research and development in modern languages."

(Passed nem. con. and transmitted to Mrs Margaret Thatcher: a copy of the reply received is attached.)

(ii) "That this Conference supports the recommendation of the Association of University Professors of French to set up a council or committee representing the different languages to enquire into provision for research and development for modern language teaching."

(Passed nem.con., with one abstention and transmitted to the Secretary of the Association of University Professors of French.)

(iii) "That this Conference recommends to the Conference of University Teachers of German in Great Britain and Ireland that the United Kingdom government be approached to appoint a representative from the Conference of University Teachers of German to the Joint Anglo-German Cultural Commission which has been set up by the governments of the United Kingdom and the Federal Republic of Germany to consider common cultural interests.)

(Passed nem.con.)

DEPARTMENT OF
EDUCATION AND SCIENCE
Curzon Street, LONDON W.1
Telegrams: Aristides, London
Telephone: 01-493-7070, *ext.* 587 *Telex:* 264329

Your reference:
Our reference: P71/054

5th October, 1971.

D.C. Attwood, Esq., M.A.,
Department of German,
The University of Hull,
Hull HU6 7RX.

Dear Mr. Attwood,

I have been asked to thank you for your letter of 16th September to the Secretary of State forwarding details of a resolution passed by a conference on Post A-level German Language Teaching about the designated funds and co-ordinating machinery for research and development in modern languages.

The decision to dissolve the Committee on Research and Development in Modern Languages, which was largely responsible for co-ordinating research in this area was taken after consultation with its independent sponsors, in the light of the important changes in the circumstances since the Committee was first established. These changes included the growth of other agencies concerned with educational research in this field - some supported out of Government funds - which were either not in existence when the Committee was first established, or had not concerned themselves with modern languages.

The dissolution of the Committee does not mean that the work it has been doing will come to an end or that a central body will no longer exist. The Centre for Information on Language Teaching, which provided the staff for the Committee and was involved in its day-to-day working, has been able to maintain many of the Committee's functions without a break. Additionally it has established, at the request of the Secretary of State, a Clearing House to ensure that research proposals in this field which do not obviously come within the established interests of particular supporting agencies will be brought to the attention of the agency which is most likely to be concerned.

The only funds specifically allocated for research and development in this field have been those earmarked and provided by this Department. It was decided however that a specified sum could no longer be reserved for modern languages alone among all the curriculum subjects, and that the Department should revert in this field to its own, and other agencies', normal practice of judging proposals in all subjects on their merits and with reference to general objectives.

The Secretary of State, in an address to the National Foundation for Educational Research in December last, pointed to the changing role of the Department in the field of educational research. This change emphasises the active initiation of work on problems of the Department's own choosing which have a direct relationship to its own policy needs, rather than the more passive role of supporting research on a grant-giving basis. Such an approach would not allow for the provision of Departmental research funds in the way in which the resolution of your conference suggests.

Yours sincerely,

D McLaughlin

D. McLaughlin (Planning Unit)

This paper is suitable for Dyeline Photocopying

Appendix C

Centre for Information on Language Teaching

CURRENT RESEARCH ON THE
TEACHING OF GERMAN BEYOND 'A' LEVEL
recorded in CILT Research Register

August 1971

A register of research in progress in Britain that relates to languages and language teaching is maintained by the Centre for Information on Language Teaching in the Language Teaching Library at State House, 63 High Holborn, London WC1R 4TN. The selected entries set out below are those describing work on the teaching of German beyond 'A' level. The details given, which have been provided for the Register by the researchers concerned, and which are incorporated in the Register with their permission, have recently been revised.

The serial number at the beginning of each entry simply identifies the project; some researchers provide more than one entry, and projects are numbered in the order in which they are recorded in the Register. A description of the Register (Information Paper no. 1) is attached, with a questionnaire which may be used to provide information about research that has not yet been reported. The Research Information Officer at CILT is glad to receive such information at any time, and is at present preparing the Register for publication next year.

534 F C Stork, Language Centre, University of Sheffield, Sheffield S10 2TN
Investigations into methods of teaching German at post-'A' level stage, with special reference to the use of the language laboratory.
Particular importance is attached to the need to coordinate materials used in the language laboratory with classroom work, and to involve students in the investigation. Students spending a term in Germany will work on projects which will have a bearing on materials used for instruction. Materials are being used from as wide a range of language varieties as possible, including advertising, political propaganda, adolescents' language etc. It is hoped that recordings may be collected systematically in Germany, to develop an archive of material for teaching and for linguistic research on spoken German. Date begun: October 1966.

567 Dr D Van Abbé, Department of Languages, Polytechnic of the South Bank, Francis House, Francis Street, London SW1. Associates: various native speakers of German, including Assistenten.
Preparation of an advanced German course.
The advanced and intermediate levels of an audio-lingual course for adolescent and adult students are being prepared, using modern methods, especially language laboratory drills. For publication. Date begun: 1961.

580 S Craven, Department of Modern Languages, University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET. Associate: J Stagg.

The preparation of a language laboratory German course, to supplement and coordinate with advanced studies in German.

The work at present forms part of the degree course in communication science and linguistics (German, philosophy and mathematics), but it will be equally adaptable to any similar undergraduate course, such as the University's 'combined honours' course comprising a science and a foreign language. The materials aim to promote (by laboratory and audio-visual aids) aural comprehension of, and oral facility in, high-level contemporary language in its manifold aspects: conference and documentary language, colloquial idiom, specialist technical terminology etc. Oral translation techniques are being developed. Date begun: October 1966. Progress reported: 1971: basic materials completed, supplementary materials being developed.

594 Dr W van der Will, Department of German, University of Birmingham, PO Box 363, Birmingham B15 2TT.

Preparation of tapes for class study and private study as part of practical language work in German at a very advanced level.

Materials suitable for first-year honours work in German are now available, and a second-year pilot course is nearing completion. Information about these can be obtained from the Department of German. Date begun: 1962. Progress reported: in: 'The language laboratory in advanced language teaching'. Modern Languages, vol. 47 no. 2, 1966, p.56-8.

761 G Windsor, Department of German, University of Bristol, Wills' Memorial Building, Queen's Road, Bristol BS8 1RJ. Associate: F C Powell.

Intonation patterns in spoken German.

An enquiry into the value for teaching purposes of a visual recording of speech oscillograms, in the detection, assessment and remedying of speech faults typical of English students of German. This will be principally and directly concerned with undergraduate teaching, but may well have wider application. Initial results appear very promising in relation to factors of speech rhythm and tempo. Date begun: October 1967. Progress reported: 1971: the work is at present concentrating on improving the sensitivity of the negative material used and the simplicity of presentation of the final record.

883 M G Thomas, Languages Division, Thurrock Technical College, Woodview, Grays, Essex. Associates: R Heidemann, A Nuss. Sponsor: Nuffield Foundation, through Committee on Research and Development in Modern Languages.

Preparation of export marketing courses in French, German and Spanish.

Courses in French, German and Spanish designed for advanced students in

these languages; the subject taught is the technique of face-to-face selling, using the foreign language as the teaching medium. Method: language laboratory and classroom-based training. For publication. Date begun: September 1967. Progress reported: 1971: validation of completed course in progress, for completion in 1971.

892 B Gomes da Costa, North-East London Polytechnic, College Buildings, Longbridge Road, Dagenham, Essex. Associate: T M F Smith (University of Southampton). Sponsor: Department of Education and Science, through Committee on Research and Development in Modern Languages.

Achievement in German language: a sample survey of universities and colleges.

A two-stage survey of the incremental learning patterns over 3 and/or 4 years of a representative sample of students reading for an honours degree in German studies at universities and in CNAA-approved courses in colleges in England and Wales. An attempt will be made to discover those factors which are associated with variations in linguistic performance in order to make inferences about what makes for high levels of attainment in the four language skills in German. Phase 1 is a cross-sectional study of those graduating at the end of the session 1969-70; phase 2 is a longitudinal study of the freshman intake of 1970-71. Date begun: January 1969.

941 F T C Carter, Department of Social Sciences and Economics, Loughborough University of Technology, Loughborough, Leicestershire.

Preparation of material for language laboratory and oral teaching of German at degree level.

The material is to be used in the degree course 'Languages, politics and economics of modern Europe'. Tape-recordings are made of a variety of speakers belonging to different professions, talking freely about their work. Questions put to interviewees are: i) your organisation; ii) your role in it and the training you needed for it; iii) your daily routine; iv) your likes and dislikes about your work. First-year material has been collected, transcribed, and is now in use; second-year material is in preparation. Date begun: January 1969. Progress reported: 1971: second-year material now complete; the whole course is being revised and completed for possible publication.

945 Dr L Seiffert and Dr W van der Will, Department of German, University of Birmingham, PO Box 363, Birmingham B15 2TT. Associates: M E Wydall, W Herrman. Sponsor: Department of Education and Science, through Committee on Research and Development in Modern Languages.

Research on advanced language teaching in German.

This will include investigation into the use of language laboratories in post-'A' level teaching of German. An extensive corpus of materials for

all levels of an honours degree course in German studies will be prepared, providing work in oral discourse and written composition. Two complete stages of language laboratory exercises will be developed. Stage I will be the programming of oral practice from direct imitation leading to free oral discourse. Stage II will include varied types of aural comprehension and oral discourse and exercises in oral translation. Date begun: October 1968 (for completion in 1971).

Other research on German

Other Research Register entries describing work on German include the following, on which further information may be obtained from CILT:

504 Professor F Spalding, University College of North Wales, Bangor: An historical dictionary of German figurative usage.

563 Miss E Paneth, Goldsmiths' College: The role of intonation in the communication of meaning.

568 Dr D Van Abbé, Polytechnic of the South Bank: Preparation of a German course for beginners.

589 C V Russell, University of London Institute of Education: An investigation into the structure of the 'O'-level examination in German.

607 Professor E W Hawkins, University of York: A comparative study of 3 matched classes of pupils learning German by different methods, with and without a language laboratory. (Research measurements concluded August 1970; results now being written up.)

627 H W Kirkwood, University of Surrey: Thema and rhema in English and German.

706 T D Jones (research at George G Harrap & Co. Ltd): Compilation of 'Harrap's standard German and English dictionary'.

762 Miss M L Goodbody, University of Bristol: Collection of German 'false friends'.

784 Professor P B Salmon, University of Edinburgh: Synchronic studies in German.

835 C V James, University of Sussex: Survey of materials and sources for teaching European studies in secondary schools.

938 Dr Veronica M Mc Fee, University of East Anglia: A computer-aided pragmatical study of written French, German and Russian texts in several disciplines.

939 Dr C Bezzel, University of Surrey: Grammar of modern German poetry.

940 F T S Carter, Loughborough University of Technology: The influence of political change on language in east Germany.

943 M Rowlinson, University of Sheffield: Development of games to teach the morphology and syntax of French and German at secondary school level.

944 L C Thomas, Thurrock Technical College: Conversion courses in French, German and Spanish for industry.

946 P Bung (research at Department of Linguistics, University of
947 Cambridge): Theory and practice of programmed foreign language instruction, and The value of contrastive phonological studies as a basis for predicting learners' errors.

948 J Hind, Liverpool Polytechnic: A lexicometrical analysis of German in the field of heavy electrical engineering.

949 Miss M Boyle, Manchester Polytechnic: Verbal aspect in contemporary German and English.

965 A J Peck, Schools Council Modern Languages Project, University of York: Preparation of an audio-visual German course ('Vorwarts!') for secondary school pupils...

1116 G Pepper, University of Exeter: A study of German vocabulary and simple idiom to lead to a basic selection suitable as part of an 'O' level syllabus.

1128 Dr R F A Dove, University of Nottingham: Preparation of a course in German for chemistry students.

Appendix D

Conference Members

DC Attwood, University of Hull
Dr C Baier, University of Hull
Miss P Barnett, Portsmouth Polytechnic
EM Batley, Goldsmith's College
Dr R Berger, German Institute
Dr AD Best, University of Hull
D Bowman, University of Edinburgh
Professor K Brooke, University of Keele
PC Brown, Wolverhampton Polytechnic
Professor WA Coupe, University of Southampton
Professor J Coveney, University of Bath
S Craven, University of Aston in Birmingham.
KJH Creese, Hockerhill College, Bishop's Stortford
RH Edwards, The British Oxygen Company Ltd
IE Foulger, University of Manchester
C Fox, Berkshire College of Education
V Fried, Portsmouth Polytechnic
JF Galleymore, 24 High Street, Portsmouth
W Grauberg, University of Nottingham
PS Green, University of York
Dr FG Healey, University of Surrey
Mrs HMA Hetherington,
Miss J Hunter, University of Hull
RW Last, University of Hull
Dr L Löb, University of Sussex
Miss HN Lunt, Centre for Information on Language Teaching
RC McDermott, Polytechnic of Central London
Rev Fidelis MacÉinrí, St Patrick's College, Maynooth, Co. Kildare
Miss UE McNab, Brunel University
JD Manton, University of Loughborough
Professor D Mennie, University of Newcastle
ML Mruck, German Academic Exchange Service
P Newmark, Polytechnic of Central London
RM Oldnall, Lanchester Polytechnic
W Otley, Sheffield Polytechnic
Miss E Paneth, Goldsmith's College
A Peck, Schools Council Modern Languages Project
Dr H Prais, Heriot-Watt University, Edinburgh
Dr S Radcliffe, University of Bristol
Dr NER Reeves, University of Reading

H Rorrison, University of Leeds
Dr C Russ, University of Southampton
Mrs C Russ, University of Southampton
LE Russon, formerly of Winchester College
Dr L Seiffert, University of Birmingham
RCY Smith, University of Bradford
Professor A Spicer, University of Essex
Dr FC Stork, University of Sheffield
Dr JKA Thomaneck, University of Aberdeen
Professor LHC Thomas, University of Hull
JLM Trim, University of Cambridge
WF Tulasiewicz, University of Cambridge
D Turner, University of Hull
Dr D van Abbé, Polytechnic of the South Bank
Miss P Vincent, Totton College, Southampton
DWT Watson, University of Manchester (Secretary of the Association of Teachers of German)
B Woodriff, Kingston-upon-Thames Polytechnic

Papers also sent in by:

WA Bennett, University of Cambridge
B Gomes da Costa, North-East London Polytechnic
Dr RRK Hartmann, University of Nottingham
M Thomas, Thurrock Technical College